

# GUAJOME PARK ACADEMY

## 2011-2012

### MIDDLE SCHOOL COURSE CATALOG



**Turning Knowledge into Life**

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## **WELCOME TO GUAJOME PARK ACADEMY**

Vista is located in the northern region of San Diego County in California, approximately eight miles from the Pacific Ocean, and has a population of approximately 95,000. Guajome Park Academy (“GPA”) is a public, college preparatory charter school of choice with approximately 1,500 students in Grades 6-12. The main campus offers a Grade 6-8 Middle School and a Grade 9-12 High School. GPA also offers two alternative programs, the Expeditionary Learning Center (“ELC”) and Independent Study (“IS”) which meet state graduation requirements.

Since its inception in 1994, the school has endeavored to establish and maintain a student body that is diverse in nature, and generally reflective of the state of California and the sponsoring Vista Unified School District (“VUSD”) in terms of race, ethnicity, and socio-economic status. GPA opened its brand-new, state of the art campus in 2004, and is located in proximity to MiraCosta and Palomar Community Colleges, as well as California State University San Marcos.

GPA is a school designed to meet the needs of a variety of learners, with standards-based curriculum that includes International Baccalaureate Middle Years Program (“IBMYP”), two tracks for high school students, an International Baccalaureate (“IB”) Diploma Program and college-prep program for Grades 9-12. GPA’s alternative education opportunities through the ELC Program for Grades 10-12 is designed for students who are better served with a more individualized approach. [Within the ELC Program is the IS Program for students whose work, personal commitments, pursuit of personal passions and/or other opportunities make them unable to attend school during traditional school hours.] GPA is committed to inspiring and mentoring all learners to become responsible, critical thinking, global leaders through excellence and innovation in education.

## ACADEMICS

GPA provides opportunities for students to participate in challenging learning experiences in and outside of the classroom. GPA's multi-tiered programs for Grades 6-12 are based on college preparatory expectations which meet California Content Standards, International Baccalaureate ("IB"), and/or Advanced Placement ("AP") course standards. Additional value is added through opportunities provided in programs such as the IB Diploma Programme ("IBDP"), AP, college courses, admissions requirements (A-G) of the University of California, career counseling and preparation, college preparation counseling, and community service hours. Every student who exhibits evidence of a sincere desire to remain in school, to be diligent in his/her studies, and to profit by the educational facilities provided, will be given every opportunity to do so.

The goal of GPA is to educate all members to strive to achieve the qualities of the GPA Expected School-wide Learning Results ("ESLRs"): self-directed learners, critical thinkers, effective communicators, and responsible citizens. GPA is a school designed to meet the needs of a variety of learners, with curriculum that provides personal achievement and is challenging for students. GPA also encourages upper divisional high school students to participate in the concurrent enrollment program with the local community colleges. GPA strives to offer students an educational program which is flexible, demanding, and appropriate.

### **Middle School Program**

GPA Middle School Program has a six-period schedule. The program's curriculum is based on the California Content Standards and embraces the vision and philosophy of the International Baccalaureate Middle Years Program ("IBMYP").

#### *International Baccalaureate Organization*

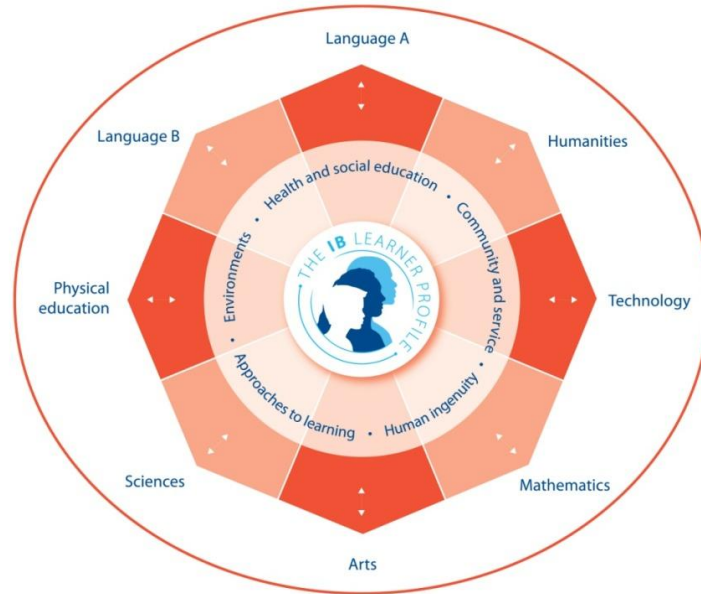
The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals and engaged world citizens. GPA has been an approved IB World School since 1995.

#### *International Baccalaureate Middle Years Program*

The IBMYP provides "a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers." The program is designed for students in Grades 6-10.

The IBMYP curriculum contains eight subject groups: Language A, Humanities, Mathematics, Science, Technology, Arts, Physical Education, and Language B. Students study the subject groups through the five areas of interaction: Approaches to Learning, Community and Service, Health and Social Education, Human Ingenuity, and Environments.

The IBMYP curriculum is illustrated by an octagon with eight subject groups surrounding the areas of interaction and IB Learner Profile:



The program encourages international-mindedness and a positive attitude toward learning while challenging students to think critically, solve problems, see connections among the subject areas and with real world issues, and to develop their communication skills. IBMYP emphasizes the development of the whole student – physically, intellectually, emotionally, and ethically.

Assessment for IBMYP is criterion-related. Students participating in IBMYP are assessed based on international standards established by the IBO. The IBMYP offers a criterion-reference model of assessment.

### **Independent Study**

GPA's middle school IS provides parents the opportunity to home school students through a rich array of enrichment courses and standards-based curriculum. Students are required to attend weekly on-campus meetings with the assigned IS teacher who will provide support, guidance, and instruction with a non-classroom based environment.

### **General Policies and Protocols**

- For registration, enrollment, and re-enrollment policies; please refer to GPA Student Handbook.
- The GPA Course Catalog lists all *possible* course offerings for the school year. The actual courses offered may vary dependent upon staffing, course enrollments, fiscal impact, and facilities.
- All courses offered at GPA are year-long unless otherwise noted. Students are expected to remain enrolled in the scheduled courses for the entire school year. Schedule changes will only be considered during the first two weeks of the start of the school year.
- Specific grading criteria for classes differ. Classroom grading policies are distributed during the first week of class.
- Students will be placed in grade-level designated courses.
- Students must attend school regularly, behave appropriately, and participate actively.
- Students enrolling into GPA after a semester has begun may be required to make up missed work.
- School enrollment and course enrollment can determine courses offered. Minimum students required: 21 students; maximum size varies. Courses can be cancelled for failing to meet these expectations.
- The charter school will hold the parents minimally liable for damages up to \$16,765 (Civil Code 1714.1) for any equipment, materials, and/or school property.

## **Serving Students Performing Below Standards**

A student who falls below a 2.0 grade point average may jeopardize placement at GPA. The student will be contacted by an Administrator or designee, and a meeting arranged to discuss the student's current performance. A possible Intervention Action Plan may be initiated to support the student in addressing academic and/or other general concerns.

## **Student Study Team**

A student receiving a progress report showing one or more failing grade(s) may first be contacted by a teacher, Counselor, or Administrator or designee. A Student Study Team ("SST") meeting may be arranged with teachers, parent/guardian, Counselor, Administrator or designee, and the student in attendance. For students who exhibit a consistent pattern of academic challenges, a SST meeting may also be arranged. A possible Intervention Action Plan may be initiated to support the student in addressing the academic concerns. If the student is credit deficient and in danger of not graduating on time, a plan is established to get the student caught up and on track for graduation. At the SST meeting, the student learning style, strengths, and weaknesses are discussed. A plan is implemented in order to encourage and support student success. During the SST meeting, a follow-up meeting may be arranged so the student's progress can be re-evaluated.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with academic success. The SST identifies the student's strengths; clarifies problems and concerns; develops strategies and offers resources; provides a system for school accountability; and serves to assist the parent, teacher, and student.

Additionally, anyone who has a concern for a student can refer that student to the Counselor for SST consideration. Anyone who is connected with that student can be included in the SST in order to provide information to share about the student's strengths, concerns, and strategies that may have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement officers.

The GPA Counseling Department works in collaboration with the teachers and administration to develop an SST informational packet for parents, students, and teachers. The packet may include but is not limited to a flow chart of procedures to follow, checklists, notification forms, and a template for taking notes at the SST meetings.

The SST meeting may include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to use are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for Special Education or Section 504 assessment might be deemed necessary by the SST.

## **Section 504 of the Rehabilitation Act**

GPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination

under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team is assembled by the appropriate teachers, Counselors, and/or Administrator or designee and does include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individuals with Disabilities in Education Improvement Act ("IDEIA") but found ineligible for Special Education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for Special Education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the Free Appropriate Public Education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of the student's 504 Plan. The Administrator or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that a review of the 504 Plan is conducted with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

### **Special Education and Other Special Circumstances**

Identified Special Education students may take an alternative course of study as specified in their IEP to meet state and local graduation requirements for a diploma. Additionally, within the guidelines of the IEP, if a student with a disability does not meet all state and local requirements for earning a high school diploma, then the local education agency may award the student a certificate of completion in lieu of the traditional diploma.

# STUDENT COURSE AND CLASS SCHEDULE

## Middle School Program

GPA's Middle School Program consists of a six-period day schedule with two semesters in the school calendar. Grade 6-8 students are scheduled for a full six period day.

## Student Entering GPA Late

Students enrolling at GPA are highly encouraged to initiate enrollment at the start of each school year. If enrollment at the start of the school year is not possible, GPA encourages a student to enroll at the beginning of a semester in order for the student's educational needs to be best met. In order for grades and credits to be transferable, it is recommended that transfer/enrollment occurs within the first two weeks after the beginning of each semester. For those who will be transferring from out-of-area, out-of-state, or under special circumstances, every attempt will be made to try to accommodate enrollment, space permitting.

A student entering GPA after the semester has started will be required to submit withdrawal grades from student's previous school. Teachers will make every effort to combine the withdrawal grades with the grades a student earns while at GPA to assign a semester grade. Grades and credit will not be given to courses that are not offered at GPA.

## Student Voluntary Withdrawal During the Semester

Students withdrawing from GPA before the semester has ended will receive withdrawal grades from student's teachers to take to the new school. GPA does not grant partial credit for courses; and it will be up to the student's new school to decide how to grant credit for these courses. The Counseling Departments at most local and traditional middle schools operate on a five or zero credit policy. A student who has voluntarily withdrawn may return to GPA if space is available.

## Middle School Student Scheduling and Class Change Policy

### **Philosophy:**

The underlying considerations when reviewing student schedules and class changes are threefold; to support students in meeting educational requirements, to provide student/parent choice when possible, and to effectively utilize and be good stewards of the fiscal resources so continued educational choices can be provided for the GPA community.

### **Background and Process:**

During scheduling, student and parent/guardian may have opportunity to provide input regarding foreign language course selections. The Middle School foreign language elective may be determined by student preference, class size, class availability, and grade level placement. Once the semester starts, class changes will only be considered during the first two weeks of the school year.

### **Criteria for course changes:**

- Student has failed pre-requisites
- Student has been placed in an incorrect skill level class
- Occurrence of over-enrollment in a class where numbers must be reduced or under-enrollment where numbers must be increased
- Student needs a schedule change due to ELD, Special Education, or 504 needs

### **Further Understandings:**

- A. Elective changes will be considered **only if** it is for a class that is offered during the same period and is an appropriate grade-level placement.
- B. Once a course change is accommodated per request, additional class changes will not be made for the remainder of the school year.
- C. Schedule change request forms **must be** returned **within 24 hours** to the Counseling Department with parent and Administrator or designee signatures, or the change request will be voided.
- D. Submitting a schedule change request form does not guarantee a spot in a class. All classes are subject to availability and the aforementioned criteria.

## GRADES AND CREDITS

### Grading Scale

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59% and below

### School-wide Rubric

	Excellent	Good	Satisfactory	Mediocre	Poor
Percentage Grade	Completed requirements with 90% or better	Completed requirements with 80% or better	Completed requirements with 70% or better	Completed requirements with 60% or better	Completed 59% or less of basic requirements
Knowledge/Conceptual	Read, analyze, and synthesize multiple sources of information	Read and interpret text	Read and understand text	Read with limited understanding	Read with little to no understanding
Demonstrates Understanding	Thoroughly expresses varied ideas written/verbal/oral	Effectively expresses ideas written/verbal/oral	Expresses ideas written/verbal/oral	Limited expression of ideas written/verbal/oral effectively	Does not express ideas written/verbal/oral effectively
Communication Skills	Creative and clear usage of communication conventions	Good control of communication conventions	Simple usage of communication conventions	Ineffective control of communication conventions	Little to no control of communication conventions
Technology Skills	Professional and artistic use of technology to complete class assignments	Creative use of technology to complete class assignments	Use of packaged technology to complete assignments	Limited use of technology to complete class assignments	Little to no use of technology to complete class assignments

### Grade Point Average

- A student receives five semester credits or units for each class during a semester in which a passing grade (A, B, C, D) is earned. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, D=1, F=0) for the classes. Pluses and minuses are not factored into grade point average calculations.
- A student who repeats failed classes will have an “r” placed next to the original grade on the transcript, and the new grade with the appropriate credit will be recorded in the year the course is repeated. Only the new grade will be used in computing the grade point average.
- A student who repeats a course in which a C grade or higher was received, will not receive additional credit for the course.

### Incomplete Grades

A student may receive an incomplete (“I”) only when some occurrence beyond the student’s control prevented completion of the class requirements on time. A student will be required to make up an incomplete grade within two weeks of the end of the term following the term which the “I” was given. If course requirements are not

completed within two weeks, a “zero” will be given for the incomplete work and a final grade will be determined and recorded.

### **Student CST Incentive**

Students are provided an opportunity to receive a grade bump on their transcript as an incentive to score proficient or advanced and/or improve performance on the CST's.

- A student who scores **proficient** or **advanced** on a CST will receive a **half letter grade bump** for the respective year long course.
- A student who **increases any level** on the CST will receive a **half letter grade bump** for the respective year long course.
- If a student qualifies for a grade bump, the parent/guardian will be responsible for initiating the petition with the Registrar for a grade change.
- The grade bump will be posted on the student's transcripts prior to the spring semester of the following school year.

Examples:

- A student who scores proficient on the Language Arts Grade 6 CST will receive a grade bump for each semester of the Grade 6 Language Arts course. If the student earned a C for the fall semester, the student's grade for the course would be bumped to a C+; and if the student earned a D+ for the spring semester, the student's grade for the course would be bumped to a C-.
- If a student previously scored far below basic on Mathematics Grade 6 CST earns below basic on the Mathematics Grade 7 CST, the student will receive a grade bump for each semester of their Grade 7 Mathematics course. If the student earns an F for the fall semester, the student's grade for the course would be bumped to a D-; and if the student earned a B for the spring semester, the student's grade for the course would be bumped to a B+.

The form used to petition for a grade bump is available in the Counseling Department and on the GPA website. Petitions must be completed and submitted to the Registrar on or before September 30 for grade changes to be made for the previous year. The grade bump will be posted on the student's transcript prior to the spring semester of the school year in which the petition is submitted.

### **Transcripts and Records**

Transcripts are maintained by the GPA Registrar. A student may request that transcripts be sent to another school by completing a transcript request form in the Registrar's Office. Transcript request forms will require a parent/guardian signature. If the student is 18 years of age or older, student may sign the transcript request form. Please allow five (5) business days for the request to be processed. There is no charge for the first transcript. For the second request and beyond - a \$2.00 charge must be paid at the time of the request (cash or money order only).

# Middle School Student Schedule

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English 6	English 7	English 8
Humanities 6	Humanities 7	Humanities 8
Science6(integrated Technology)	Science7(integrated Technology)	Science8(integrated Technology)
Math 6	Math 7 or Math 8	Math 8 or Algebra 1
Spanish or German and PE	Spanish or German and PE	Spanish or German and PE
Drama	Music	Art



Study Skills, ELD, interventions TBD based on individual student's needs.

## ASSESSMENTS

### **California Standardized Testing and Reporting Program**

One part of the state testing system is the Standardized Testing and Reporting (“STAR”) Program. This program is administered annually, and was authorized in 1997 by state law (CCR, Title 5, Div. 1, Ch 2, §3.75). The purpose of the STAR Program is to measure how well a student is learning basic academic skills based on California State Standards. *The results from STAR may be used as one measure for placement in academic classes.* All GPA students in Grades 6-11 participate in the STAR Program.

The STAR Program includes four elements:

- The California Standards Tests (“CST”) are a major component of the STAR Program. The CST’s are developed by California educators and test developers specifically for California. The tests measure Grades 6-11 student progress toward achieving California’s state-adopted academic content standards, which describe what a student should know and be able to do in each grade and subject tested.
- The Standards-Based Tests (“STS”) in Spanish are multiple choice tests that are required for Spanish-speaking English learners. The STS is administered to students in Grades 6-11 and to students who meet the criteria for taking the end-of-course Algebra I and Geometry tests. Items on these tests are developed by bilingual, biliterate California educators and test developers, and are written specifically to assess a student’s achievement of California’s content standards in reading/language arts and mathematics.
- The California Modified Assessment (“CMA”) is a grade-level test for students who have an IEP, are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CMA test is to allow a student with disabilities a greater opportunity to demonstrate achievement of the California content standards in English-language arts, mathematics, and science. Eligible students in Grades 6-7 will complete a writing assessment as part of the CMA English-language arts test.
- The California Alternate Performance Assessment (“CAPA”) is administered to students in Grades 6-11 with significant cognitive disabilities who are unable to take the CST or the CMA.

STAR information and results are posted on the Internet at <http://www.cde.ca.gov/ta/tg/sr/>

### **ReadiStep (8<sup>th</sup> Grade Assessment)**

GPA offers this low cost eighth grade assessment in order to help GPA students on the College Readiness Pathway. College Board developed this exam as part of the integrated assessment system that includes the PSAT/NMSQT and SAT. These feedback tools help educators identify and close achievement gaps from middle school through high school to help all students graduate ready for the rigors of college. ReadStep helps identify the skills students need to develop, and identifies students who are ready for more challenging course work.

### **California High School Exit Exam**

California public school students must pass the California High School Exit Exam (“CAHSEE”) in order to receive a high school diploma. This graduation requirement was authorized by *California Education Code 60851*, and became state law in 1999. The purpose of the CAHSEE is to ensure that a student who graduates from high school can demonstrate grade-level competency in the state content standards for reading, writing, and mathematics. Tenth grade students have one opportunity to take the CAHSEE during the school year. Students in eleventh grade, who have not yet passed both parts of the exam, have two opportunities to take the test and twelfth grade students have five opportunities. GPA sends testing notifications to all eligible students prior to each testing date. CAHSEE information is posted on the Internet at <http://www.cde.ca.gov/statetests/cahsee/>.

### **California English Language Development Test**

All students who indicate home language is other than English are California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. GPA provides notification to all parents of GPA’s responsibility for CELDT administration and of CELDT results within 30 days of receiving results from GPA’s publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

## **California Physical Fitness Test**

The state mandated Physical Fitness Test, required for Grades 7 and 9, is administered annually to GPA students. Students are made aware of the state standards for gender and age group – beginning in the sixth grade. Class time is spent preparing students by benchmark testing, goal setting, and providing strategies for improvement.

# **COURSE DESCRIPTIONS**

## **HUMANITIES DEPARTMENT**

*Students must take three years of humanities.*

### **Humanities 6 (World and Geography: Ancient Civilizations)**

Students learn about the people and events that ushered in the dawn of major Western and Non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China.

### **Humanities 7 (Medieval and Early Modern Times)**

The study of world history and geography continues with the examination of social, cultural, and technological change during the period A.D. 500-1789. The fall of Rome, study of Islam, a rising force in the medieval world, follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; with the turbulent age of Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the Modern World

### **Humanities 8 (US History and Geography: Growth and Conflict)**

Students study the ideas, issues, and events from the beginning of the Revolution up to the turn of the century. After reviewing the development of America's democratic institutions, especially the forming and shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They will make connections between the rise of Industrialization and contemporary social and economic conditions.

## **ENGLISH DEPARTMENT**

*Students must take three years of English.*

### **Language Arts 6**

Following the California content standards through the lens of the IBMYP areas of interactions; reading, writing, listening and speaking skills are integrated in several IBMYP units through the year. Students will be guided to comprehend and analyze a variety of narrative, expository, and informational texts. Students will write multi-paragraph essays in the following genres: personal narrative, research report, response to literature, and persuasive writing. Direct capitalization, punctuation, spelling, usage, and grammar instruction will be included as needed to improve student writing and speaking. Vocabulary will be linked to literary selections and student writing. Students will be guided and encouraged to use written and spoken language as a vehicle for thought, creativity, reflection, learning, and self expression, and to develop a life-long love for reading

### **Language Arts 7**

Following the California content standards with the integration of the IBMYP program; the course builds on and innovates the curriculum of the previous year. Students will learn and enhance knowledge in the four core skills of language arts: reading, writing, listening and speaking. They will accomplish this challenge by completing in-class and independent (at-home) reading and comprehension tasks; in class writing and journal prompts; listening comprehension and vocabulary tasks; and in-class presentations that enhance and engage speaking abilities. Students will be guided through the writing process in order to complete the five major writing tasks of the year: expository, narrative, persuasive, research, and summarizing. Students will also show their knowledge through

project- based learning assessments, the majority of which will be assessed using the IBMYP course rubric. Vocabulary and grammar will be linked to literary selections from *Literature and Language Textbook*, poetry selections, novels, newspaper articles, and other forms of media. Major works of the year include but are not limited to: *The Midwife's Apprentice* by Karen Cushman and *The Man Who was Poe* by Avi.

### **Language Arts 8**

Following the California content standards, students will demonstrate knowledge of reading, writing, and spoken language. Students will read three novels (*The Outsiders, To be a Slave, The Giver*), one play, *A Raisin in the Sun*, read approximately ten short stories from the Literature Book, and read poems from different periods. Students will reinforce reading and writing skills by doing two days a week silent reading and journal writing, and write essays in four genres: narrative, expository, persuasive, and research. They will have three on-demand essays and one essay as a writing process; throughout these writings, students will self edit and peer edit essays. Students will be prepared for the 8<sup>th</sup> grade exit standards by learning how to organize their essay, use correct grammar, use correct style, and use and understand the correct content requirements. Students will also learn how to identify and use adverbs, phrases, clauses, and adjectives. MLA format will be taught and used for bibliographies. Students will be required to do two current events a month, using summary and opinion; learn vocabulary words each week; and use those words in their writing. Students will be quizzed on the vocabulary words to ensure they understand the usage of each word. Students will write poetry, using music and poems. They will also use specific literary terms in their poems, demonstrating their knowledge of the terms. Projects will be assigned at the end of each unit, portraying understanding of the book.

## **MATH DEPARTMENT**

*Students must take three years of math.*

### **Math Policy**

Students are placed in grade level math courses in middle school. For advanced considerations, students must minimally have scored mastery on their CST's, and an "A" from the previous grade level course. Additionally, for advanced placement in Algebra 1 or higher, students must meet the aforementioned criteria, get counselor approval and pass readiness test benchmarks.

### **Math 6**

This course is based on the California content standards and the fundamental principles of the MYP Program. The MYP uses a holistic approach, which allows the students to connect their learning to real-life and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and engage in routine problem solving. Students are encouraged to communicate ideas using appropriate mathematical language and visual representations in both oral and written explanations of ideas. Students will work on units involving the following strands of math: number sense; algebra and functions; measurements and geometry; statistics; data analysis; probability; and mathematical reasoning. The following topics will be addressed: number patterns and fractions; fraction and decimal operations; integers, expressions, and equations; ratios and proportions; percents; data analysis; probability; geometric figures; measurement and area, surface, area and volume; and introduction to graphing.

### **Math 7**

The seventh grade mathematics course is a two-semester course. It is based on both the content standards and the fundamental principles of MYP. The MYP uses a holistic approach, which allows the students to connect their learning to real-life and to see the interrelatedness of the different subjects. Students are encouraged to consider multiple perspectives in approaching problems and to develop an intercultural awareness as they learn about their own and others' cultures. Furthermore, students are encouraged to communicate ideas using appropriate mathematical language in both oral and written explanations of ideas. Based upon the California content standards for seventh grade, students should be able to: know the properties of, and compute with, rational numbers expressed in a variety of forms; use exponents, powers, and roots, and use exponents in working with fractions; interpret and evaluate expressions involving integer powers and simple roots; express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs; graph and interpret linear and some non-linear functions; solve simple linear equations and inequalities over the rational numbers; choose appropriate

units of measure and use ratios to convert within and between measurement systems to solve problems; compute the perimeter, area and volume of common geometric objects and use the results to find measures of less common objects; know how perimeter, area and volume are affected by changes of scale; know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures; collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program; make decisions about how to approach problems; use strategies, skills, and concepts in finding solutions; and determine a solution is complete and move beyond a particular problem by generalizing to other situations.

### **Math 8**

Math 8 is a course designed to bolster foundational skills in math as well as prepare students for success in high school mathematics. Students in Math 8 will have the opportunity to get a step up on the upcoming years of math they have ahead of them with introductions to algebra 1, geometry, and algebra 2. Concurrent to this, students will be continuing to build upon prior knowledge and understanding of math to provide the strong foundational knowledge required to succeed at the next level.

### **Algebra I**

*(Pre-requisite: Students must meet two out of the three criteria: 1) Score of 80% or better on Algebra Readiness Test; 2) Advanced score on the CST exam; or 3) Grade of A in previous math course.)*

The main goal of this year-long college-preparatory course is to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations; and will solve linear equations and inequalities and systems of linear equations and inequalities. They will extend their knowledge of the number system to include irrational numbers, generate equivalent expressions, use formulas, simplify polynomials, and begin to study quadratic relationships. Students will also use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Analysis will be done verbally, numerically, graphically, and symbolically. Lastly, students will apply mathematical skills and make meaningful connections to life experiences through projects. *(Students will not receive high school credit for this course),*

## **SCIENCE DEPARTMENT**

*Students must take three years of science.*

### **Science 6 (Earth Science)**

Using the California content standards; students are exposed to the physical processes that shape the Earth and the resulting formations. The main topics of study are: Earth's structure, plate tectonics, shaping the Earth's surface, energy in the earth's system, resources and ecology. Students will be using the scientific method in laboratory situations to enhance understanding of these topics.

### **Science 7 (Life Science)**

Based on the California content standards; students are introduced to biology using the scientific method, cell biology, the principles of genetics, history of Earth, history of life on Earth, evolution, and the structure and function of biological systems. Course includes laboratory work.

### **Science 8 (Physical Science)**

Using the California content standards; this course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. Students will discover how science affects every aspect of their lives. Therefore, students will be provided practical and topical information for each item studied. Overall, the study of science should promote curiosity, questions, and a sense of wonder about the world in which we live.

## **FOREIGN LANGUAGE DEPARTMENT**

*Students will take three years of a foreign language.*

### **German M6**

Students in the German M6 course will learn to read, write, speak, and comprehend German at the beginning level, in preparation for the tenth grade IBMYP certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of German, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures, as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include greetings; basic conversation and courtesy; numbers; colors; calendar; classes; describing self and others; telling time; discussing likes/dislikes; sports and free time activities; and food.

### **German M7**

Students in the German M7 course will continue to learn to read, write, speak, and comprehend German at the beginning/intermediate level, in preparation for the tenth grade IBMYP certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of German students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include a review of M6 material as well as: discussing school and places you go; family; describing your home; describing personality and physical traits; talking about hobbies and free time activities; and expressing what one has to do, want, need, and is going to do.

### **German M8**

Students in the German M8 course will learn to read, write, speak, and comprehend German at the intermediate level, in preparation for the tenth grade IBMYP certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of German, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include a review of M6 and M7 material as well as: places one goes and transportation used to get there; giving directions; explaining a minor illness; describing feelings; discussing summer and winter weather and sports; discussing past actions and events; describing movies, museums, theatre, and cultural events; and other vocabulary needed for travel.

### **Spanish M6**

Students in the Spanish M6 course will learn to read, write, speak, and comprehend Spanish at the beginning level, in preparation for the tenth grade IBMYP certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of Spanish, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include greetings; basic conversation and courtesy; numbers; colors; calendar; classes; describing self and others; telling time; discussing likes/dislikes; sports and free time activities; clothing; food; and shopping.

### **Spanish M7**

Students in the Spanish M7 course will continue to learn to read, write, speak, and comprehend Spanish at the beginning/intermediate level, in preparation for the tenth grade IBMYP certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of Spanish, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include a review of M6 material as well as: discussing school and places you go; family; describing your home; describing personality and physical traits; talking about team sports and other physical activities; and expressing what one has to do, want, need, and is going to do.

### **Spanish M8**

Students in the Spanish M8 course will learn to read, write, speak, and comprehend Spanish at the intermediate level, in preparation for the tenth grade IBMYP certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations. The course incorporates holistic learning, allowing students to establish links between subjects and cultures in a project-based environment. Through study of Spanish, students will develop an awareness of linguistic, cultural, and societal similarities and differences leading to an understanding of and respect for other countries and cultures as well as their own. This course aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. Topics covered include a review of M6 and M7 material as well as: places to go and transportation used to get there; giving directions; explaining a minor illness; describing feelings; discussing summer and winter weather and sports; discussing past actions and events; describing movies, museums, theatre, and cultural events; and other vocabulary needed for travel.

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

*Students will take a visual or performing arts course each year.*

### **Art**

By the end of this year-long eighth grade course, students will have developed a personal appreciation of visual art and mastery of grade level California visual art content standards, developing strong skills in applying artistic processes and skills for visual communication; perceiving and responding to works of art; concept development; understanding historical contributions; analyzing and deriving meaning from works of art; and connecting and applying what they learn across subject areas.

### **Music**

Music Appreciation is a year-long seventh grade course in which students will both learn about music and experience creating music. All classes will learn to play various instruments, read music, and explore important genres of music from various world cultures and periods of time. Throughout the course, students will be required to have and maintain their *Developmental Workbook*. Assessments for this class are based on effort, not ability. Good class participation and completion of homework and projects will guarantee a fun class and a good grade! All the California music content standards will be addressed.

### **Drama**

By the end of the year-long sixth grade course, students will have developed a personal appreciation for theatre, developing strong skills in acting for the stage, learning the history of theatre, script writing for performance, collaborative activities leading to school events/local festivals, and connecting and applying what they learn across subject areas. Throughout the course, students will be required to have and maintain their *Developmental Workbook*. Learning will incorporate the IBMYP fundamental concepts of holistic learning, intercultural awareness, and communication. Through learning activities students will develop as internationally minded people, who recognize their common humanity and shared guardian ship of the planet. Learning activities in this class are structured to incorporate the California content standards with the MYP aims and objectives.

### **Rhythm Appreciation**

This course is offered to seventh grade students as a year-long course. It is designed to cover the fundamentals of playing percussion instruments and the application of musicianship skills to the genre. It is designed to improve the playing skills and knowledge in the areas of intermediate rhythm reading. Students will receive feedback on their progress throughout the semester. Assessments for this class will be based on effort, not ability. Class participation, completion of homework, and projects are expected. All the California music content standards will be addressed.

## **PHYSICAL EDUCATION DEPARTMENT**

*Students will take three years of physical education.*

### **Physical Education**

The focus of this course is to develop an appreciation and understanding of physical education and its relationship to a healthy, balanced lifestyle. Through various activities students will work to develop: positive habits of health and wellness; their optimal level of physical fitness; effective communication strategies (verbal, non-verbal, and written); the ability to reflect critically; and an international perspective on activity, health, and sport.

## **ADDITIONAL MYP REQUIREMENTS**

*Students who enroll at Guajome Park Academy for the corresponding grade levels must complete the following requirements:*

### **Community Service**

All students at GPA are required to perform 30 hours of community service during each school year as per the GPA Charter. Community service is a donated service or activity that is performed by someone in order to make a difference for an individual person, a given group, or the greater community. The purpose of community service is to get involved, contribute, and be engaged in the community.

Students are encouraged to complete 15 hours each semester. First semester graduates will be required to complete 15 hours of community service. Students who enter GPA during the 2nd semester will only be required to complete 15 hours of community service.

Students should complete their community service requirement by April 15. Students who do not complete community service hours may not receive priority registration of courses for the following school year; may lose eligibility to re-enroll at Guajome Park Academy for the following school year; may jeopardize his/her ability to participate in the graduation ceremony; and/or may not receive their diploma from GPA.

Community Service Forms are available on the GPA website, and must be submitted to the appropriate person at the end of each progress period. The Organization/Supervisor at which the community service hours are conducted must be someone other than the student's parent/guardian, and contact information and a signature must also be provided for verification purposes.

Guidelines to fulfill the GPA community service requirement are as follows:

1. Students may choose many different types of community service. The type of service that a student chooses to complete will involve giving of time to the community or school.
2. Students should keep a record of community service on the designated Community Service Forms, and submit them to the appropriate person.
3. All community service hours must be completed during the school year. Community service hours completed during the summer immediately preceding the school year WILL NOT count towards fulfillment of the community service requirement.
4. Students will be informed of community service opportunities, but are also expected to seek out other opportunities. Opportunities for community service may include but is not limited to: peer tutoring, Key Club, GPA Foundation, business and community partnerships, recycling (in the community), ASB, peer mediation, assisting in a nursing facility, and serving food for homeless

- families. GPA believes that service should be a way of life, and student is encouraged to humbly serve others and the community as often as possible.
5. The chosen service must be for someone outside of the immediate family and the form must be signed off by a third-person (grandparents, teachers, counselor, etc).

### **Technology (integrated into science class)**

This course will involve using computer technology to generate solutions to real world problems or tasks. Projects will require students to demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, creativity and innovation. Students will specifically demonstrate mastery of basic productivity tools such as word processing, spreadsheet, database, electronic research, e-mail and applications for presentations and graphics. Additionally, students will understand the concepts underlying hardware, software, and connectivity including the ethical dimensions of digital citizenship. Creation of project products will utilize the IBMYP design cycle as a tool to complete course projects. Students will be assessed through the IBMYP) technology assessment criterion including the following aspects of the design cycle: investigate; design, plan, create; evaluate; and attitude. In this course students will be completing course work that will allow them to pursue their tenth grade IBMYP certificate.

## **ADDITIONAL PROGRAMS**

### **English Language Development (ELD)**

The English Language Development course is a language acquisition program designed to enhance every student's skills in acquiring English as a second language. Students take core academic courses in English. Placement in ELD is determined by individual student English proficiency scores. This course provides students with the following skills: listening and speaking; reading comprehension; reading fluency; vocabulary and grammar development; and writing. This course will also serve to increase every student's team collaboration abilities through interactive teamwork activities.

### **Study Skills - Special Education**

Study Skills is a class offered in the accelerated learning lab where students of all grades can access the special education staff, support materials, texts, technology, and instructional support to help address their individual goals and needs. This class is structured to meet the needs of the students as outlined in their Individual Education Plan under IDEA (Individuals with Disabilities Education Act). Only students who have qualified for Special Education Services are eligible for this course. This course is in lieu of a foreign language class.

### **Academic Support**

This course is designed to support students who score Far Below Basic or Below Basic on their STAR English and/or Math CSTs. This course will be repeated until the student achieves a minimum of Basic scores on the English and Math CSTs. Placement in this course is determined by the Counselor for Grade 7-8 students and is worth five credits per semester.

## **CO-CURRICULAR ACTIVITIES**

Fall: Cross Country

Spring: Wrestling

Science Olympiad

Builders Club (Key Club for middle school)

After School Clubs

### **ASB**

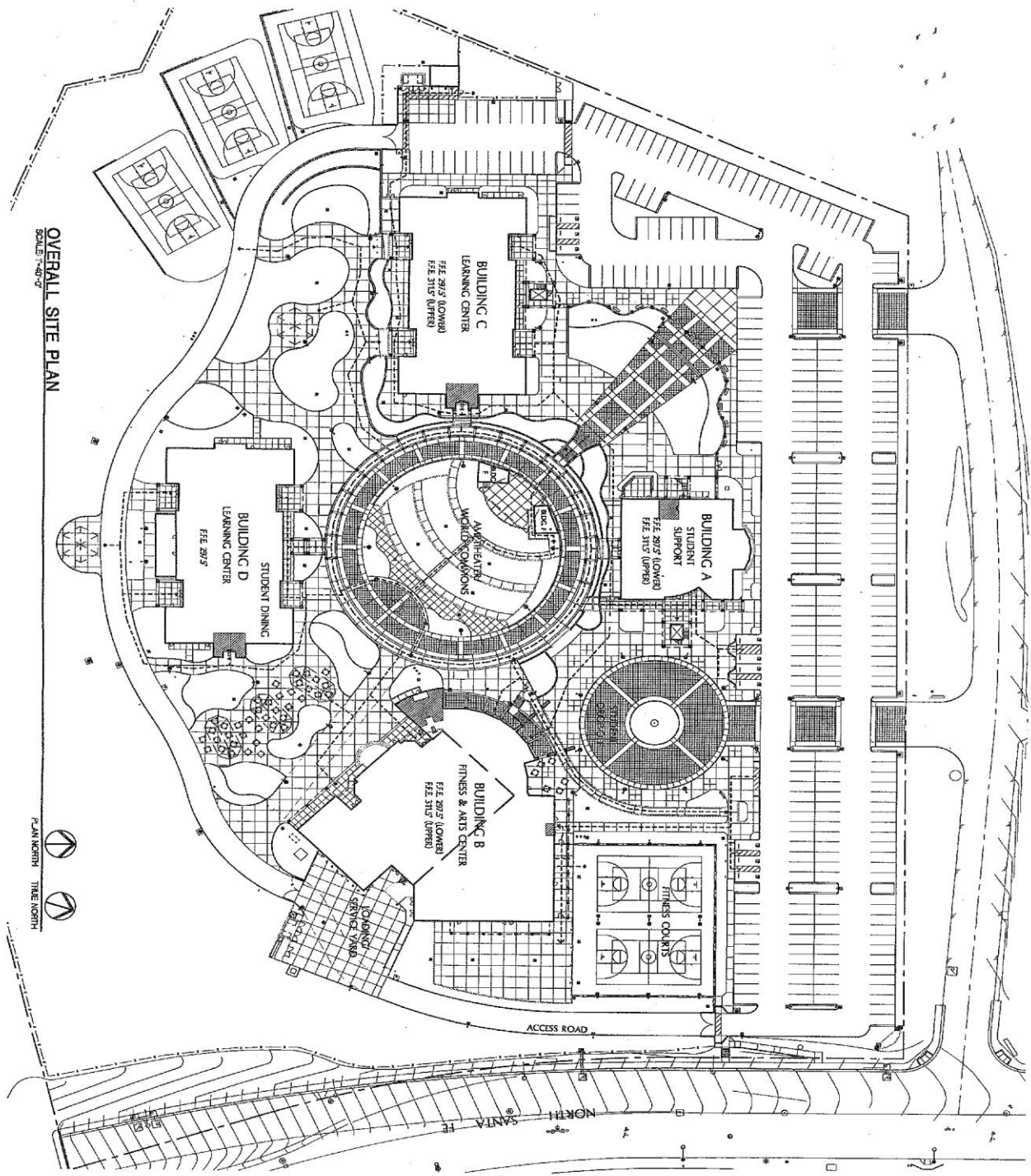
Our Middle School ASB meets monthly, and consists of students from middle school. Each student is motivated and invited to make a speech, so that they may be elected to be an ASB representative. To officially become an ASB representative they have to hold a 2.8 grade point average, as well as have excellent citizenship. In ASB we proudly represent special National days to our school with celebration such as; Peace Day, Red Ribbon Week,

Kindness Week, Teacher Appreciation, Earth Day, Spirit Weeks, Assemblies, and dances. We feel it is our duty to promote positive behavior toward others, good grades, and excellent attendance. Our MS ASB has been running strong for many years, and will continue to do so with inspiration from staff and students.

## RECENT COLLEGE ACCEPTANCES

Recent graduates of Guajome Park Academy have been accepted to, have attended, or are currently attending the following institutions, as well as others that may not be included on the list. Graduates in the class of 2009 received acceptance to the italicized schools.

Air Force Academy	Fordham University	<i>San Diego State University</i>
Arcadia University	Franklin College	<i>Sage College</i>
<i>Arizona State University</i>	George Fox University	<i>San Francisco State University</i>
<i>Art Institute of California—Orange County</i>	<i>Georgia Southern University</i>	Santa Clara University
<i>Art Institute of California—San Diego</i>	Germanna College	Seton Hall University
Azusa Pacific University	Gymnasium Ulricianum Aurich	<i>Sonoma State University</i>
Baylor University	Hampshire College	Southern Catholic College
Bethune-Cookman University	<i>Humboldt State University</i>	<i>Southern Methodist University</i>
<i>Biola University</i>	Idaho State University	Southwestern College
Boston College	Illinois Institute of Technology	State University of New York at Oswego
<i>Brooks Institute</i>	Illinois State University	<i>Texas Christian University</i>
California College of the Arts	<i>International Professional School of</i>	<i>Tulane University</i>
<i>California State Polytechnic Pomona</i>	<i>Bodywork</i>	United Educational Institute
<i>California State Polytechnic San Luis Obispo</i>	ITTP Prague	Universal Technical Institute
<i>California State University Bakersfield</i>	<i>Johnson &amp; Wales University</i>	<i>University of Advancing Technology</i>
<i>California State University Channel Islands</i>	<i>Kaplan University</i>	University of Arizona
<i>California State University Chico</i>	<i>LDS Business College</i>	<i>University of California Berkeley</i>
<i>California State University Dominguez Hills</i>	<i>LaVerne University</i>	<i>University of California Davis</i>
<i>California State University Fresno</i>	Liberty University	<i>University of California Irvine</i>
<i>California State University Fullerton</i>	<i>Loyola Marymount University</i>	<i>University of California Los Angeles</i>
<i>California State University Long Beach</i>	Maric College	<i>University of California Merced</i>
California State University Los Angeles	<i>Mira Costa College</i>	<i>University of California Riverside</i>
California State University Maritime	<i>Mesa College</i>	<i>University of California San Diego</i>
<i>California State University Monterey Bay</i>	New School of Architecture and Design	<i>University of California Santa Barbara</i>
<i>California State University Northridge</i>	North Carolina Central University	<i>University of California Santa Cruz</i>
California State University Sacramento	<i>North Dakota State University</i>	University of Colorado at Boulder
California State University San Bernardino	<i>Northern Arizona University</i>	<i>University of Evansville</i>
<i>California State University San Marcos</i>	Northwestern University	<i>University of Montreal</i>
<i>California State University Stanislaus</i>	<i>New York University</i>	<i>University of Ottawa</i>
Carnegie Mellon University	Occidental College	University of Pacific
<i>Chapman University</i>	<i>Ohio Wesleyan University</i>	<i>University of Redlands</i>
Clark Atlanta University	<i>Oklahoma State University</i>	University of Richmond
Coast Guard Academy	Otis College of Art and Design	<i>University of San Francisco</i>
College of St. Catherine	<i>Palomar College</i>	University of Southern California
Concordia University	Paul Mitchell School	University of Tulsa
Cornell University	<i>Pepperdine University</i>	University of Utah
Cottey College	Peralta Community College	University of Washington
<i>Culinary Institute of America</i>	<i>Platt College</i>	Wagner College
<i>Drexel University</i>	Point Loma Nazarene University	Western Washington University
<i>Dominican College of California</i>	Purdue University	<i>Westmont College</i>
Embry-Riddle Aeronautical University	Randolph-Macon College	<i>Whittier College</i>
Emerson College	Reed College	Whitworth University
<i>Fashion Institute of Design &amp; Merchandising</i>	Rollins College	Willamette University
	Saint John's University	<i>Wooster College</i>



OVERALL SITE PLAN  
SCALE: 1"=40'-0"

PLAN NORTH  
TRUE NORTH