

# NORMAN GUIDE

## BEVERLY HILLS HIGH SCHOOL

2019-2020



STUDENT AND PARENT  
HANDBOOK

## PRINCIPAL'S MESSAGE

Beverly Hills High School has come a long way since it opened its doors to 320 students in 1928. We take great pride in recently being named a National Blue Ribbon School of Educational Excellence. Our school was cited for our record of excellent achievement and for providing a rich curriculum that addresses the needs of all the students in the school. We were especially commended for our exemplary relationship with the community and for our commitment to preparing all students to meet the challenges of the 21<sup>st</sup> century. We continue to provide this excellence in education to our 1,500 students who presently attend Beverly Hills High School.

We urge all students to take advantage of the variety of opportunities available to them during their years at Beverly. Please keep this guide handy and remember that information will change from time to time. You are encouraged to periodically look for update on our website at [bhhs.bhusd.org](http://bhhs.bhusd.org).

Welcome to Beverly Hills High School!

Sincerely,

Mark Mead

Principal

### BOARD OF EDUCATION MISSION STATEMENT

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

### BHHS EXPECTED STUDENT LEARNING OUTCOMES:

Our objectives are the desired, measurable results we plan to achieve. They are focused on student growth, student success, and student achievement.

- All students will be prepared to demonstrate higher order thinking skills.
- All students will develop the character to function as humane citizens in society.
- All students will be prepared for higher education and/or employment within this rapidly changing global society.

**BEVERLY HILLS HIGH SCHOOL WEBSITE**

**[bhhs.bhusd.org](http://bhhs.bhusd.org)**

## TRADITION OF EXCELLENCE

You are about to take your place in one of the most rigorous and rewarding educational programs offered anywhere: the Beverly Hills High School Experience. As a team of educators we are excited for your high school journey, as these formative years can truly help create a strong and lasting foundation as you transition into adulthood. We also know that the quality of this experience depends as much on you as it does on the institution and what it offers to you. Program excellence is here; academics flourish with faculty and staff who are among the best in the profession, the athletic program consistently produces winners, opportunities in the performing arts are unsurpassed, and extra-curricular activities thrive. However, it is up to you to make the most of everything that you encounter here. We urge you to participate, contribute, and to fully engage in the experience at Beverly, thus adding your own unique chapter to the already rich story of BHHS.

## A BRIEF HISTORY

A long tradition informs the excellence of the Beverly Hills High School program. Construction of the campus began in December of 1926, when Beverly was still under the auspices of the Los Angeles Board of Education. Beverly left the Los Angeles High School District in 1935, and in 1936 became part of the Beverly Hills Unified School District.

The first two Beverly graduates celebrated commencement in June 1928. Shortly thereafter, additional buildings were added as BHHS continued to grow. One of the most unique buildings, the Swim Gym with its retractable floor, was constructed by the New Deal's WPA in 1940. More contemporary additions to the campus proper were completed during the late 1960's. In September 2007, Beverly celebrated the grand opening of the much anticipated multi-million dollar math/science technology center.

Growing in concert with the enlargement of the physical plant, the curricular program has expanded in breadth and depth to meet the ever evolving needs of our students. Throughout the years, Beverly continues to explore new directions and opportunities, continually striving for excellence.



# BHHS BELL SCHEDULE

## 2019 - 2020 STUDENT CALENDAR – 1<sup>st</sup> SEMESTER

Fall Semester 2019	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Aug. 12 – Aug. 16	<b>First Day of Classes</b>	Regular - SSC	Regular	Regular	Regular
Aug. 19 – Aug. 23	Regular	Regular	Regular	Staff Collaboration	Regular
Aug. 26 – Aug. 30	Regular	<b>Regular – ID Pictures</b>	Regular	Regular	Regular
Sept. 2 – Sept. 6	<b>Labor Day</b>	Regular	Regular	<b>Back-to-School Night</b>	Regular
Sept. 9 – Sept. 13	Regular	Regular - SSC	Regular	Regular	Regular
Sept. 16 – Sept. 20	Regular	Regular	Regular	Staff Collaboration	Regular
Sept. 23 – Sept. 27	Regular	Regular	Regular	Regular	Regular
Sept. 30 – Oct. 4	<b>Local Holiday</b>	<b>Local Holiday</b>	Regular	Staff Collaboration	Regular
Oct. 7 – Oct. 11	Regular	Regular	<b>Local Holiday</b>	Regular	Regular
Oct. 14 – Oct. 18	Regular	Regular - SSC	<b>PSAT/College Day</b>	<b>Great Shakeout</b>	Regular
Oct. 21 – Oct. 25	Regular	Regular	<b>Pupil Free Day</b>	Regular	Regular
Oct. 28 – Nov. 1	Regular	Regular	Regular	Staff Collaboration	Regular
Nov. 4 – Nov. 8	Regular	Regular	Regular	Regular	Regular
Nov. 11 – Nov. 15	<b>Veteran's Day</b>	Regular - SSC	Regular	Regular	Regular
Nov. 18 – Nov. 22	Regular	Regular	Regular	Staff Collaboration	Regular
Nov. 25 – Nov. 29	Regular	Regular	<b>Thanksgiving Holiday</b>	<b>Thanksgiving Holiday</b>	<b>Thanksgiving Holiday</b>
Dec. 2 – Dec. 6	Regular	Regular	Regular	Staff Collab/Blood Drive	Regular
Dec. 9 – Dec. 13	Regular	Regular - SSC	Regular	Regular	Regular
Dec. 16 – Dec. 20	Regular	Final Exams	Final Exams	Final Exams	<b>Pupil Free Day</b>
Dec. 23 – Dec. 27	<b>Winter Recess</b>	<b>Winter Recess</b>	<b>Winter Recess</b>	<b>Winter Recess</b>	<b>Winter Recess</b>
Dec. 30 – Jan. 3	<b>Winter Recess</b>	<b>Winter Recess</b>	<b>Winter Recess</b>	<b>Winter Recess</b>	<b>Winter Recess</b>

Regular Schedule	
Per 0	7:00 – 7:53
Per 1	8:00 – 8:53
Per 2	9:03 – 9:56
Nutr	9:56 – 10:01
Per 3	10:11 – 11:04
Per 4	11:14 – 12:07
Per 5	12:17 – 1:10
Lunch	1:10 – 1:50
Per 6	2:00 – 2:56
Per 7	(3:03 – 3:56)

Early Release Schedule (Twice a month)	
Per 0	7:11 – 7:53
Per 1	8:00 – 8:42
Per 2	8:52 – 9:34
Per 3	9:44 – 10:26
Nutr	10:26 – 10:31
Per 4	10:41 – 11:23
Per 5	11:33 – 12:15
Per 6	12:25 – 1:07
Lunch	1:07 – 1:47
<b>Collaboration</b>	<b>1:47 – 3:15</b>
Per 7	(1:52 – 2:34)

**Red = Special Schedule**

**SSC = School Site Council (3pm in BHHS Library)**

# BHHS BELL SCHEDULE

## 2019 - 2020 STUDENT CALENDAR – 2<sup>nd</sup> SEMESTER

Spring Semester 2020	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Jan. 6 – Jan. 10	Regular	Regular	Regular	Staff Collaboration	Regular
Jan. 13 – Jan. 17	Regular	Regular - SSC	Regular	Regular	Regular
Jan. 20 – Jan. 24	<b>MLK Holiday</b>	Regular	<b>Open House</b>	Staff Collaboration	Regular
Jan. 27 – Jan. 31	Regular	Regular	Regular	Regular	Regular
Feb. 3 – Feb. 7	Regular	Regular	Regular	Staff Collaboration	Regular
Feb. 10 – Feb. 14	<b>Presidents Day</b>	Regular - SSC	Regular	Regular	Regular
Feb. 17 – Feb. 21	<b>Presidents Day</b>	Regular	Regular	Staff Collaboration	Regular
Feb. 24 – Feb. 28	Regular	Regular	Regular	Regular	Regular
Mar. 2 – Mar. 6	Regular	Regular	Regular	Staff Collaboration	Regular
Mar. 9 – Mar. 13	Regular	Regular – SSC	<b>Career Day</b>	Regular	<b>Spring Break</b>
Mar. 16 – Mar. 20	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
Mar. 23 – Mar. 27	Regular	Regular	<b>PSAT/SAT Day</b>	Staff Collab/Blood Drive	Regular
Mar. 30 – Apr. 3	Block Odd	Block Even	<b>Pupil Free Day</b>	Block Odd	Block Even
Apr. 6 – Apr. 10	Regular	Regular	Regular	<b>Local Holiday</b>	<b>Local Holiday</b>
Apr. 13 – Apr. 17	Regular	Regular	Regular	Staff Collaboration	Regular
Apr. 20 – Apr. 24	Block Odd	Block Even	Block Odd	Block Even	Regular
Apr. 27 – May 1	Regular	Regular	Regular	Staff Collaboration	Regular
May 4 – May 8	Regular	Regular	Regular	Regular	Regular
May 11 – May 15	Regular	Regular – SSC	Regular	Staff Collaboration	Regular
May 18 – May 22	Regular	Regular	Regular	Regular	Regular
May 25 – May. 29	<b>Memorial Day</b>	Regular	Regular	Regular	Regular
Jun. 1 – June 5	Final Exams	Final Exams	Final Exams	GRADUATION - Pupil-Free	NO SCHOOL

Regular Schedule	
Per 0	7:00 – 7:53
Per 1	8:00 – 8:53
Per 2	9:03 – 9:56
Nutr	9:56 – 10:01
Per 3	10:11 – 11:04
Per 4	11:14 – 12:07
Per 5	12:17 – 1:10
Lunch	1:10 – 1:50
Per 6	2:00 – 2:56
Per 7	(3:03 – 3:56)

Block Schedule (Odd/Even)	
Per 0	7:00 – 7:54
Per 1/2	8:00 – 10:00
Nutr	10:00 – 10:05
Per 3/4	10:15 – 12:15
Lunch	12:15 – 12:55
Per 5/6	1:03 – 3:03
Per 7	3:09 – 4:03

Early Release Schedule (Twice a month)	
Per 0	7:11 – 7:53
Per 1	8:00 – 8:42
Per 2	8:52 – 9:34
Per 3	9:44 – 10:26
Nutr	10:26 – 10:31
Per 4	10:41 – 11:23
Per 5	11:33 – 12:15
Per 6	12:25 – 1:07
Lunch	1:07 – 1:47
<b>Collaboration</b>	<b>1:47 – 3:15</b>
Per 7	(1:52 – 2:34)

**Red = Special Schedule**  
**SSC = School Site Council**  
 (3pm in BHHS Library)

# ADMINISTRATIVE/COUNSELING STAFF

BHHS Telephone Number: (310) 551-5100

## Principal

Mr. Mark Mead [mmead@bhusd.org](mailto:mmead@bhusd.org)

## Administrative Assistant

Ms. Jennifer Reilly [jreilly@bhusd.org](mailto:jreilly@bhusd.org) Phone Ext: 8300

### Role of School Counselor:

Your counselor wants to help you in any areas of concern or interest, including programming and scheduling of classes, college and career information and guidance, graduation requirements, and the transition to Beverly Hills High School. Your school counselor will guide you through academic, attendance, and social-emotional intervention options as needs arise. You will be required to meet with your counselor once a year; however, you are welcome to schedule appointments at any time. Students are encouraged to see their counselors before or after school, during nutrition break & at lunch time.

### Role of Assistant Principal:

Assistant principals will work with the counseling staff and faculty to support all students in their academic and social-emotional progress and successes.

### SCHOOL COUNSELORS GUIDANCE OFFICES:

	<i>Student Last Names</i>		<i>Contact Information</i>	
Ms. Kathleen Blanco	A-Che	Room 216	<a href="mailto:kblanco@bhusd.org">kblanco@bhusd.org</a>	Ext: 8318
Ms. Sara Hulsey	Cho-G	Room 216	<a href="mailto:shulsey@bhusd.org">shulsey@bhusd.org</a>	Ext: 8346
Ms. Janice Hart	G-Kim	Room 216	<a href="mailto:jhart@bhusd.org">jhart@bhusd.org</a>	Ext: 8380
Mr. Greg Jackson	Kl-O	Room 216	<a href="mailto:gjackson@bhusd.org">gjackson@bhusd.org</a>	Ext: 8348
Ms. Hanna Zylberberg	P-S	Room 288	<a href="mailto:hzylberberg@bhusd.org">hzylberberg@bhusd.org</a>	Ext: 8351
Ms. Kristi Fox	T-Z	Room 288	<a href="mailto:kfox@bhusd.org">kfox@bhusd.org</a>	Ext: 8358

### ASSISTANT PRINCIPALS:

<b>AP of Student Services (APSS):</b> Dr. Jill Hunt	Room 288	<a href="mailto:jhunt2@bhusd.org">jhunt2@bhusd.org</a>	Ext: 8350
<b>AP of Instruction (API):</b> TBD	Room 216	<a href="mailto:pwenker@bhusd.org">pwenker@bhusd.org</a>	Ext: 8340
<b>AP of Operations (APO):</b> Mr. Drew Stewart	Main Office	<a href="mailto:dstewart@bhusd.org">dstewart@bhusd.org</a>	Ext: 8310

### ASSISTANT PRINCIPAL/SCHOOL COUNSELOR ASSISTANTS:

Andre Law	(A-G)	Main Office	<a href="mailto:alaw@bhusd.org">alaw@bhusd.org</a>	Ext: 8310
Michelle Buckley	(H-O)	Room 216	<a href="mailto:mbuckley@bhusd.org">mbuckley@bhusd.org</a>	Ext: 8340
Amy Price	(P-Z)	Room 288	<a href="mailto:aprice@bhusd.org">aprice@bhusd.org</a>	Ext: 8350

### COLLEGE and CAREER CENTER: Room 290

<b>College Counselor:</b> Ms. Casey Rowley	<a href="mailto:crowley@bhusd.org">crowley@bhusd.org</a>	Ext: 8290
<b>Coordinator of CTE:</b> Ms. Cindy Dubin	<a href="mailto:cdubin@bhusd.org">cdubin@bhusd.org</a>	Ext: 8292
<b>College &amp; Career Assistant:</b> Ms. Michelle Redston	<a href="mailto:mredston@bhusd.org">mredston@bhusd.org</a>	Ext: 8304

### NORMAN AID CENTER: Room V-33

<b>Intervention Counselor:</b> Ms. Ali Norman-Franks	<a href="mailto:anorman@bhusd.org">anorman@bhusd.org</a>	Ext: 8717
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### SCHOOL PSYCHOLOGISTS:

Dr. Evelyn Hunter	<b>Room 218 J</b>	<a href="mailto:ehunter@bhusd.org">ehunter@bhusd.org</a>	Ext: 7913
Ms. Raquel Carungcong	<b>Room 218 I</b>	<a href="mailto:crowley@bhusd.org">crowley@bhusd.org</a>	Ext: 8217

### ATHLETICS:

<b>District Director of Athletics/JPA:</b> Mr. Tim Ellis	<a href="mailto:tellis2@bhusd.org">tellis2@bhusd.org</a>	Ext: 8608
<b>Athletic Assistant:</b> Ms. Laura Mendoza	<a href="mailto:lmendoza@bhusd.org">lmendoza@bhusd.org</a>	Ext: 8680

### ATTENDANCE OFFICE: Room 292 (310) 551-5125

Ms. Iris Aviram	<a href="mailto:iaviram@bhusd.org">iaviram@bhusd.org</a>
Ms. Sogol Simany	<a href="mailto:ssimany@bhusd.org">ssimany@bhusd.org</a>

For a complete list of faculty and staff please check our website at [bhhs.bhusd.org](http://bhhs.bhusd.org)

# PLANNING YOUR PROGRAM

Guidance in the Beverly Hills Unified School District is ongoing, beginning in kindergarten and continuing throughout elementary, middle, and high school. Your four-year program of studies at Beverly Hills High School is individually designed to provide for your interests, needs, abilities, and goals.

It is advisable for high school students to plan a four-year program in their freshman year. What students take in high school depends upon several factors: (1) the occupation or career they desire to follow (2) the college or university they hope to attend and (3) their individual interests and aptitudes.

Every student is assigned a school counselor to help guide them through their high school career. Students and parents are invited to confer with their school counselor, and to proactively look for opportunities to discuss important matters regarding student progress. Annually, students and school counselors will review each individualized program for the year ahead as it relates to each student's four-year program. The Guidance Department encourages every student to make the most of the opportunities offered. It is a BHHS goal that all students engage in the programs most well suited to each in order to best prepare for their future.

## **PROGRAM CHANGES**

Go to your school counselor when you have questions about any matter concerning your academic program or your personal progress in school. School counselors are available before or after school, during nutrition and lunch, as well as by appointment.

**First Five Weeks of School:** Students may change or drop a class and receive no indication of the original class on their transcript. The change from the original class to the new class is subject to space availability constraints. Students will enter the new class without a transfer grade and be responsible for previous work in the new class. Teacher and elective preferences are not acceptable reasons to request a schedule change.

**Week 6 – Week 10:** Dropping a class will result in a **WP** (Withdraw/Pass) or **WF** (Withdraw/Fail) on the student's official transcript depending upon the grade in the class at that time. Transferring from an AP or honors course to a college preparatory (CP) level course, or vice versa, is allowed, however, the grade-to-date will transfer to the new course. The change from the original class to the new class is subject to space availability constraints.

**After 10 Weeks:** Students may not drop or change a class until the next semester unless legally agreed upon in a student's IEP (Individualized Education Program).

## **REQUIREMENTS FOR GRADUATION FROM BEVERLY HILLS HIGH SCHOOL**

### **1. Credit Requirement**

Earn 230 semester credits in grades 9-12 for the class of 2020 and beyond

### **2. Subject Requirement**

The following subjects must be included in the total credits:

#### **a. English** (40 Semester Credits in Grades 9-12)

English 9th grade	10 Semester Credits
English 10th grade	10 Semester Credits
English 11th grade	10 Semester Credits
English 12th grade	10 Semester Credits

May include ELD classes (Level 3 & 4)

#### **b. Mathematics** (30 Semester Credits in Grades 9-12, and the completion of Algebra, Geometry, and a third year of University of California Mathematics (c) approved Mathematics)

In alignment with Education Code 51224.5 students graduating in 2004 and beyond must complete coursework in grades 7-12 that meets or exceeds State Academic Content Standards for Algebra I. If any student completes coursework in grades 7 through 12 that meets or exceeds state academic content standards for Algebra, those courses shall apply toward satisfying this mathematics requirement. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12. (Education Code 51224.5)



c. **History/Social Science** (30 Semester Credits for Grades 9-12)

9th or 10th Grade	World History/Geography	10 Semester Credits
11th Grade	U.S. History	10 Semester Credits
12th Grade	U.S. Government	5 Semester Credits
12th Grade	Economics	5 Semester Credits

May include EL World History/U.S. History 20 Semester Credits

d. **Science** (25 Semester Credits in Grades 9-12)

Biological lab Science	10 Semester Credits
Physical lab Science	10 Semester Credits
Health	5 Semester Credits

e. **Physical Education** (20 Semester Credits in Grade 9 and Grades 10-12). Passing of 5/6 California Physical Fitness Standards by the completion of grade 10 Physical Education

9th Grade Physical Education	10 Semester Credits
10th -12th Grade Physical Education	10 Semester Credits

Elective opportunities in physical education may be provided for interested students in grades 11 and 12.

f. **World Language** (20 Semester Credits in Grades 9-12) One year of world language equivalent credit from middle grades may be applied toward this requirement.

g. **Visual or Performing Arts** (10 Semester Credits in Grades 9-12 of the same course)

h. **Elective Requirement** (55 Semester Credits in Grades 9-12)

i. **Citizenship Requirement**

It is expected that students maintain acceptable citizenship throughout high school.

3. **Grade Level Placement**

- 9<sup>th</sup> grade** – A freshman student shall attain sophomore standing at the conclusion of the ninth grade if the student has passed a minimum of 60 credits.
- 10<sup>th</sup> grade** – A sophomore student shall attain junior standing at the conclusion of the tenth grade if the student has passed a minimum of 120 credits.
- 11<sup>th</sup> grade** – a junior student shall attain senior standing at the conclusion of the eleventh grade if the student has passed a minimum of 180 credits.
- Graduation** – a senior student must have earned at least 230 credits depending on year of graduation (see above) and have passed all graduation requirements and be in good standing for participation in graduation and to receive a diploma.

**IMPORTANT TO KNOW**

In order to meet the University of California (UC) *university eligibility requirements*, students must pass all “A-G” courses with a grade of “C” or better. Students who earn lower than a “C” grade must repeat the course in order to meet eligibility requirements. (See your school counselor for exceptions.) Although a “D” grade does not meet university eligibility requirements, it does earn credit toward high school graduation. Students who have earned a “D” or “F” grade may have the opportunity to repeat courses over the summer through summer school at the BHEF Summer Academy. Information about the BHEF Summer Academy is available at [www.bhef.org](http://www.bhef.org). Check with your school counselor about options for summer school with BHEF or online.

Opportunities for summer enrichment coursework are available through fee-based programs such as Beverly Hills Education Foundation, Santa Monica College, West LA College, etc. Before enrolling in a course outside of BHHS for high school credit, students must file a permission form with the school counselor first. **Without prior permission, no high school credit will be granted.**



## EXPLANATION OF GRADING SYSTEM

Grades are assigned using letter symbols as follows:

- A Superior or Advanced Proficient
- B Above Average or Proficient
- C Average or Basic
- D Below Average
- F Fail (not passing) or Far below basic
- INC Incomplete work due to absence must be made up by the end of the succeeding quarter or the grade becomes "F"
- NC (no credit) and NM (no mark) symbols are used also, according to school policy.
- P Special classes only (lab, tech, tutors, lab. Assistants, pass/fail options)
- WP Withdraw Pass
- WF Withdraw Fail

### **Conduct Evaluation**

Your conduct evaluation is a part of your total grade.

- S – Satisfactory
- N – Needs to improve
- U – Unsatisfactory

To earn an S grade, you must consistently:

1. Obey rules, respect public and personal property and actively promote the general welfare.
2. Maintain courteous relations with teachers and fellow pupils and work without disturbing others.
3. Assume responsibility for having necessary tools and materials and go to work immediately.
4. Maintain an excellent attendance record by avoiding unnecessary absence or tardiness.
5. Maintain appropriate standards of personal dress and grooming as established by District policy.

Grades of N and U indicate degrees of failure to meet the standards in 1-5.

**1<sup>st</sup> and 3<sup>rd</sup> Quarter Progress Grade Reports** are mailed every ten weeks throughout the year. These grades show only progress and no credit is assigned.

**Semester Report Cards** are mailed approximately one week after final exams are completed.

Grades in all classes are reported and these grades are reflected on the student's school transcript.

Semester passing grades receive credit while failing grades receive no credit.

### **Final Examinations**

At the close of each semester, two-hour final examinations and/or culminating activities will be held. A student must be present to take these examinations in order to receive a mark. If a student does not take a final examination in any subject, a mark of incomplete may be given. The "Incomplete" may be removed if the final examination is taken before the close of the succeeding quarter. At that time, the teacher will change the "Incomplete" to the appropriate mark. If the necessary work is not completed, the "I" will change to an "F".

### **Pass/Fail Program**

The purpose of the Pass/Fail Option is to encourage students to take more advanced academic courses or electives. The student has the option of having a grade of a "P" (pass) for credit only posted on the transcript instead of the final letter grade, provided that it is not an "F."

Courses taken Pass/Fail must be above and beyond BHHS requirements and above and beyond minimum requirements for 4 year colleges/universities.

Students may apply for Pass/Fail in two classes from Category I and in two classes from Category II; however, final Pass/Fail option must be limited to one from category I and one from Category II.

Category I: Foreign Language, Mathematics, Science and Social Studies

Category II: Non-academic elective courses

- Pass/Fail application must be submitted each semester. *Deadline to submit Pass/Fail application: end of the 15<sup>th</sup> week of the semester for all courses except foreign language. Foreign Language deadline is end of the 10<sup>th</sup> week of the semester.*
- Eligibility: open to any sophomore, junior or senior.
- Once all paper work is correctly completed and submitted on time, student will then have the opportunity to have a "P" posted on his/her record if he/she chooses, provided that final grade is not an "F."

### ***Pass/Fail Procedure:***

1. Student must obtain pass/fail application from counselor to assure that student is applying only for eligible classes.
2. Student fills out the request form.
3. Teacher must approve and sign the form.
4. Parent must sign the form.
5. Student then brings form back to counselor for final approval and signature.
6. Counselor signs and gives copies of form to teacher, to guidance technician and keeps a copy for student's file.
7. If student wants to access the "P" grade, the student must notify the teacher who will then enter the "P" grade.

## **OPEN ACCESS POLICY**

### **Students currently earning an A, B, or C in an Honors/AP class**

If the student has earned an A or B in their current Honors or AP course, they can automatically move to the next level [based on the first semester and ten week (second semester) grades]. Honors/AP students earning a C may be reviewed at the end of the course for consideration to the next level.

### **Students currently in a College-Preparatory Course**

Students with an A, B, or C have the opportunity to qualify for the Honors/AP Program by meeting the individual departmental requirements (see below).

### **Current Beverly Hills High School criteria for placement into Honors/AP *may* include the following:**

- Grade point average, teacher evaluations, and placement tests.

If a student does not meet the above criteria, he or she has the right to ask for an administrative review. Administrative reviews are initiated through the student's counselor.

## **HONORS**

### **CALIFORNIA SCHOLARSHIP FEDERATION**

Beverly Hills High School's highest scholarship group is Chapter 185 SC of the California Scholarship Federation. The California Scholarship Federation (CSF) is a unique statewide organization established in 1921, whose purpose is the promotion of interest and pride in high standards of scholarship. Through its purpose and organization, the CSF is particularly fitted to contribute to the nationwide effort to identify, motivate, and encourage students with intellectual ability.

Individual membership is in the local chapter (BHHS 185) and is based on grades earned each semester. A point system specified in the State CSF constitution establishes the membership requirements, which essentially require that students do very superior work, primarily in the academic subjects.

Membership is neither **automatic nor compulsory**. The student **must apply** for membership during the first few weeks of a given semester. No student is eligible before the beginning of the second semester of the ninth grade. He/she must be recognized as a worthy school citizen. His/her record for the **previous** semester must have no grade lower than a "C". Grades earned in physical education or repeated subjects do not count for CSF points. Membership is for one semester only, but may be renewed for another semester whenever the student again meets the requirements. There is a membership fee.

### **Life Membership**

A student who is a member of CSF for four out of six semesters in Grades 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>, including one semester of the senior year, is designated a Seal bearer (Life Member of CSF). This entitles the student to a gold seal on the diploma.

## **Requirements for Semester Membership**

The qualifying subjects meeting the requirements for CSF membership are those filed with the SCF registrar and shall consist of the following three lists:

- List I: Those subjects which the Principal has certified to the University of California as satisfying the "A-G" requirements **except for** the visual and performing arts courses included in the "F" requirement.
- List II: Other subjects which the Principal and the CSF Advisor have certified to CSF as being of equivalent academic caliber to those in List I.
- List III: All other courses awarded semester credit **except** physical education, courses taken in lieu of physical education, repeated subjects, and courses involving clerking and office/teacher assisting.

Semester membership shall be granted as follows: A student carrying four or five subjects (not counting physical education and repeated subjects) must earn a minimum of 10 CSF points, seven of which must be in the subjects defined in Lists I and II. The remaining three points may be earned from any other subject except physical education.

No courses beyond five will be used to compute CSF points and will be ignored. Membership is not possible with D's and F's. In all cases, however, a student must take and complete appropriate courses from Lists I and II to secure initial eligibility.

Points are earned as follows: A grade of "A" earns 3 CSF points; a grade of "B" earns 1 CSF point, except that a grade of "B" in a UC designated honors class or in an AP class earns 2 CSF points; a grade of "C" earns 0 CSF points; a grade of "D" or "F" in **any** subject debars the student from membership for that semester.

## **PRINCIPAL'S HONOR LIST**

This recognition for successfully completing the requirements of an enriched academic program is similar to the Dean's List at colleges and universities throughout the country. Students who qualify are recognized at the end of each semester.

Placement of the Principal's Honor List is automatic, following completion of four requirements:

1. A minimum of 30 credits of new work (six full classes) for grades 9-11 and 25 credits for grade 12, including courses from three of the following departments: English, Foreign Language, Mathematics, Science, and Social Studies. The record must show a letter grade in at least 5 subjects undertaken.
2. A grade point average of 3.1 in all subjects except physical education.
3. No failing marks or "Incomplete" marks in any subject.
4. A satisfactory conduct record, defined as not more than one evaluation of "Needs to Improve" and no evaluations of "Unsatisfactory."

## **HONORS AT GRADUATION**

This recognition is for achieving six semesters of placement on the Principal's Honor List, two of which must be the final two semesters in residence at Beverly Hills High School. A gold honor seal will be placed on the diplomas of students who meet his requirement.

Transfer students are eligible for Honors at Graduation if their previous school work meets the above requirements.

## **National Honor Society**

The National Honor Society (NHS) is a national organization established to recognize outstanding high school students. NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

## **Scholarship Awards**

Senior Awards night is held before graduation. We honor seniors who have excelled during their years at Beverly. The recipients include National Merit Scholars (top in the United States); the Faculty Cup recipient(s) (highest BHHS scholastic honor); top students in academic areas, in the arts, and in athletics; plus recipients of a variety of awards and scholarships presented by school, local, state, and national groups.

# **ON TO COLLEGE**

## **COLLEGE ENTRANCE REQUIREMENTS**

Approximately 95 percent of our graduates go on to further their education. During your high school years, your school counselor will be reviewing college admission requirements. About 60 percent of our graduates go to one of the branches of higher education supported by the state of California. The community colleges have no specific courses required for admission, but it is expected that the student prepare for college by selecting courses which will help ensure success in college.

## **California State University Admission Requirements**

4 years of English  
3 years of college preparatory mathematics (through Algebra II)  
2 years of history and social science  
2 years of laboratory science  
2 years of the same foreign language  
1 year of visual and performing areas (VPA): art, music, drama or dance  
1 year of approved college preparatory elective  
Eligibility index placing applicants among the top one-third of California's graduates  
SAT/ACT exam

## **University of California Admission Requirements**

4 years of English  
3 years of college preparatory mathematics (through Algebra II) (4 years recommended)  
2 years of history and social science  
2 years of laboratory science (3 years recommended)  
2 years of the same foreign language (3 years recommended)  
1 year of visual and performing areas (VPA): art, music, drama or dance  
1 year of approved college preparatory elective  
University of California requires that a "B" (3.0) average be earned in the required subjects.  
SAT/ACT exam  
SAT subject tests highly recommended for specific majors. Go to [admission.universityofcalifornia.edu](http://admission.universityofcalifornia.edu) for more information.

## **SPECIAL SERVICES**

The following specialists are provided by the Beverly Hills Unified School District to assist students as needed. A counselor or an administrator will help students make arrangements for these services.

### **Home Teacher**

The home teacher provides five hours of instruction weekly to students who must be absent from school for one month or more because of illness or injury. Parents request this service by bringing to the school nurse a written recommendation from the student's doctor.

### **School Psychologist**

The school psychologist is on staff to provide support in crisis management and consult with staff to coordinate a planned program for improving student adjustment. When it is advisable, the school psychologist makes an individual evaluation using appropriate tests.

### **Speech Therapist**

The speech therapist works with students with speech difficulties and with individuals and groups for speech improvement.

## **FACILITIES ON CAMPUS**

### **Bathrooms on Campus**

We have facilities for women, men and gender neutral bathrooms on campus for student use.

### **Business Office**

The Business Office, located in the Student Store, handles all class and club accounts and ticket sales for special events.

### **Cafeteria**

The Cafeteria serves a wide variety of foods available at nutrition and lunch. The facility is closed briefly during the morning for maintenance purposes. Students desiring to work for their lunches may apply to the Cafeteria office. The Cafeteria operates under supervision of the Board of Education.

### **Career Center**

The center, located in Room 290, has college and career information available for all students to begin exploring their options for the future.

### **College Center**

The center, located in Room 290, is a resource for students inquiring about college opportunities. Students can take advantage of college workshops, Naviance, our online college and career readiness platform, college admissions representatives, group presentations, and much more. Students in all grade levels are encouraged to take advantage of the college center.

## **NormanAid Center**

The NormanAid Center (Village 33) is a great place to come if you need to speak with someone about anything. At the NormanAid Center, Mrs. Norman-Franks is available to meet with you, as well as peer-counselors, counseling interns, and therapists from the Maple Counseling Center and The Clare Foundation. You can make an appointment to speak with someone or walk in. Topics that we are comfortable talking about include but are not limited to: substance abuse, alcohol, bullying, death, drugs, LGBTQ support, peer pressure, religion, sex, suicidal thoughts, and more. Students also come to the NormanAid Center to get support in school (academics, study skills, issues with teachers/classes, organization skills, time management, etc.). Because your safety is our number one priority, we may need to consult with colleagues or break confidentiality if we are concerned that a student is harming themselves, someone else, or someone is hurting them. If you need to talk to one of our trained counselors, you can submit a Norman Aid Appointment Request Form, or submit one online at [normanaidrequest.org](http://normanaidrequest.org) to schedule an appointment. If you feel that you are having an emotional crisis or emergency, please tell your school counselor or your teacher, and they will make sure that someone comes and escorts you to a safe place.

## **Library**

The mission of the High School Library is to ensure that students acquire a lifelong interest in reading, are effective users of ideas, information, and technology, and have access to a rich diversity of literature and resources. The collection includes 25,000 books and reference materials, and a variety of audio visual items for student and staff use. Information literacy and readers advisory are taught in collaboration with members of the faculty. Computers access an automated catalogue, online databases, and the Internet. Newspapers are available on microfilm. Students follow the district's *Technology Use Policy*, and are responsible for the care and return of school property. The Library is staffed with a full-time, credentialed librarian and one library technician, and is open 43 hours a week. Under the Joint Powers Agreement with the City of Beverly Hills, the BHHS Library is open late on Monday and Tuesday evenings.

## **Student Store**

The Student Store is located on the third floor. A full line of school supplies is available at reasonable prices. Profits from the Student Store go into the Student Body Fund.

The store is open before school, during nutrition and lunch. It serves as the sales headquarters for Associated Student Body Cards, special event tickets, payment for athletics or tests, P.E. apparel purchase, and much more. Students may also purchase the aforementioned items online via the BHHS webstore at [bhhs.bhusd.org](http://bhhs.bhusd.org).

## **MATERIALS AND SERVICES**

### **Lockers**

All new students are assigned a locker which they use while enrolled at BHHS. Students are encouraged not to share lockers or locker combinations. Lockers remain the property of the Beverly Hills Unified School District and any items lost or stolen are the student's responsibility. The School District is not liable for any items damaged or stolen from lockers. Lockers needing repairs should be reported to the Attendance Office.

### **Lost and Found**

Articles found on campus should be taken immediately to the Attendance Office. Students must complete a "Theft Report" turn in to House Office.

### **Scheduling Events**

Groups wishing to plan an event will apply to the ASB Director/Class, or the Assistant Principal of Operations. If it is a club/co/extracurricular event, you should begin with approval from ASB. If the event is related to other activities, you will seek approval from the A.P. of Operations.

Major events are calendared before May 1<sup>st</sup> of the preceding year. Minor events are calendared at least two weeks before the event. Requisitions for desired facilities must be filed at least ten (10) days prior to the proposed date of the event/activity.

### **Textbooks**

Textbooks are obtained in the Textbook Room.

1. A student must write his/her name and the teacher's name in each book issued.
2. Books must be covered at all times with nonstick paper covers.
3. Stuffing extra papers in the textbook will damage the binding. Students should use a notebook for this purpose and avoid a fine for textbook damage.
4. Students will be required to pay a fine covering damages or loss of a book. Students must bring the receipt to the textbook room to update the records.
5. A replacement will be issued when the student has a receipt for payment of a lost book.
6. All textbooks must be returned at the end of the school year.

A student who loses a textbook may inquire periodically in the Textbook Room to see if the book has been returned. Refunds of the amount paid minus a ten dollar handling fee are issued by check and mailed home.

## ATTENDANCE POLICY

Regular attendance plays an important role in student achievement. Beverly Hills High School recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. Students are expected to be on campus and attending all classes during school hours. Unexcused absences and tardiness hinder student achievement. This policy outlines the impact of poor attendance on student grades.

### ABSENCES:

California Education Code 49067(b) and Board Policy 5121 authorize teachers to fail any pupil whose absences from the teacher's class are deemed excessive. Board Policy (AR 5113.1) defines "excessive" as 3 or more unexcused full-day absences or 30-minute tardiness during the school day in an academic year. According to California Education Code 48205, absences from school shall be excused only for illness, quarantine, medical or dental appointments, funeral services for members of the student's immediate family, jury duty, court appearance, and religious observances.

### *Student Responsibilities:*

- To remain on campus at all times during the school day as defined by my school program, **including lunchtime, leaving ONLY when authorized to do so by a school official. Beverly Hills High School is a closed campus and students are not permitted to leave before the end of lunch.** Students understand that they must clear all absences and follow the procedures below.
- **To arrive on time for all classes.** Absences and tardiness impact student performance. Detention and other consequences may be assigned for excessive absences and tardiness. Students also understand that detention(s) may be assigned by teachers for failure to follow attendance guidelines.
- If students must leave school during the day, they will have parent call or bring a parent's note to the Attendance Office BEFORE THEY LEAVE CAMPUS. Students will not leave campus for a medical appointment without understanding the following procedure: **A note on physician's stationery, signed by the doctor, stating the date and time of the appointment is required upon return to campus, or the absence is unexcused.**
- Absences NOT cleared prior to leaving campus will remain UNEXCUSED.
- A physician's note is always required for each absence after (14) cumulative absences; without a note students will be marked unexcused. (AR 5113)

### **When Parents Travel**

For your protection, when your parents travel leaving someone in charge at home, it is important that they authorize the Attendance Office to accept notes and excuses written by the person who will act as your guardian during their absence. Have this authorization signed by the temporary guardian and on file in the Attendance Office.

### **RE-ADMITTANCE TO SCHOOL FOLLOWING AN ABSENCE(S)**

State Law requires that every absence from school be explained by the student's parents. Therefore, the school makes every effort to have every absence explained. Students must attend all classes except for legally excused reasons, as listed above.

There are two ways to be re-admitted to school following absences:

1. On the day of a full-day absence, a parent will call the attendance office before 10:00 a.m. to excuse absence.
2. A parent must call or send a note to the Attendance Office to clear an absence within (10) days. **After the 10<sup>th</sup> day, an absence will not be excused.**

NOTE: If you return from a contagious illness, bring, in addition to your parent's note, a clearance from your physician to the school nurse before coming to the Attendance Office.

Students should take care of all attendance matters **prior** to the beginning of period 5.

The Attendance Office, Room 292 Opens at 7:00 a.m. and closes at 4:00 p.m. daily. The telephone number is (310) 551-5125
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## **APPOINTMENTS DURING SCHOOL HOURS**

### **ABSENCES NOT CLEARED BEFORE LEAVING CAMPUS ARE AUTOMATICALLY CATEGORIZED AS UNEXCUSED**

If you have an appointment during school hours you **must check** out through the Attendance Office. State Law prohibits students leaving campus during the day without a permit from the Attendance Office. Violations of this rule will result in the absence being considered “unexcused”.

## **LEAVING CAMPUS DURING THE SCHOOL**

### **ABSENCES NOT CLEARED BEFORE LEAVING CAMPUS ARE AUTOMATICALLY CATEGORIZED AS UNEXCUSED**

Students must remain on campus at all times during the school day. On occasions where a student is authorized to leave campus prior to the end of the school day, the student must obtain a permit to leave school from the Attendance Office or Assistant Principal.

For example:

1. If you need to leave school before the end of the school day, call or bring a note signed by your parent/guardian stating reason for leaving and time to leave and secure a “Permit to Leave School” from the Attendance Office. If you leave campus for a medical appointment you **must** return to campus with a signed and dated note on the medical professional’s stationary, stating the date and time of the appointment. **ABSENCE REMAINS UNEXCUSED UNTIL DOCTOR NOTE IS RECEIVED.**
2. If you become ill or receive an injury during school hours, see the school nurse in the Health Office.
  - a. If it is necessary for you to go home, the nurse will telephone your home to arrange for you to leave.
  - b. Before leaving, take the Permit to Leave School to the Attendance Office or Assistant Principal and check out.
  - c. On your return from this or any absence bring a note signed by your parent/guardian.
3. If you become emotionally upset, go to your Assistant Principal, counselor, or to the school nurse for help.
4. If any emergency develops that you feel merits leaving, go to your Assistant Principal for help.
5. If you return to school with a cast, medical shoe/boot, or crutches, you need to bring a note from the doctor stating you may return to school.

### **Applying to Leave on an Irregular Program**

Teachers/Sponsors of school-approved activities away from school during the school day will, in advance, provide participating students with Irregular Program forms. Students will submit these to their classroom teachers for approval or disapproval of their absences from class.

### **Lunch Permits**

If you live west of Roxbury Drive and south of Wilshire Boulevard you may request a special permit to walk home for lunch. Lunch Permit Requests are available in the House Offices. Both you and your parent/guardian must read the rules of a permit and sign the application. In order to receive a lunch permit, students must verify that the parent/guardian will be home when the student is home for lunch. Submit completed application to your Assistant Principal. The Lunch Permit is good as long as you comply with its rules and grade and citizenship requirements. Lunch permits are a privilege not a right. It must be renewed at the beginning of each school year.

## **ANTICIPATED/FUTURE ABSENCE(S)**

**Anticipated absences, such as college visits, may be considered excused with prior approval. Future Absence Request Forms must be submitted at least five (5) days prior to the absence, must be approved by a site administrator, and signed by the teachers of the classes missed. Any absence that isn't requested in advance and in writing will be considered unexcused and will count toward loss of credit in classes. Request forms are available in the Attendance Office and online. Prior approval may be waived by the Principal or designee only under exceptional, unanticipated circumstances. The administrator will consider student attendance patterns, current academic performance and previous requests when approving a request to excuse such absences. The teacher of any class from which the student is absent shall determine, consistent with Board Policy, what assignments the student shall make up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments which the student missed during the absence.**

**Requests may be made for justifiable personal reasons, including but not limited to the following:**

1. Attendance at a funeral service for an aunt, uncle or cousin, or a person other than a member of the student's immediate family.
2. Absence for personal, individual religious celebrations or ceremonies (e.g., Weddings, Bar/Bat Mitzvah, Confirmation, etc.) shall be limited to one day and allowed only for members of the immediate family.
3. Employment conference or interview.
4. College visits with confirmation email to Attendance Office (limit of three days per academic calendar year).



5. Tending to an illness or a medical appointment during school hours of a student's custodial child.
6. Other educational programs not sponsored by the school, district.
7. Partial day absences caused by circumstances beyond the student's control (bus breakdowns, highway flooding, etc.). These absences require approval by the Principal or designee within one school day of the student's return to school and does not require a future absence form.
8. Other justifiable personal reasons authorized by the school.

Family vacations and DMV appointments are not excused absences under this policy. These and all personal appointments are to be scheduled outside of the academic calendar.

### **GUIDELINES FOR GRADES DUE TO UNEXCUSED ABSENCE(S)**

In accordance with Board Policy and consistent with the school's progressive discipline policy, Beverly Hills High School has adopted the following guidelines with respect to the impact of unexcused absences on a student's grade.

#### **Semester/Year-long Classes (per semester):**

- 1 unexcused absence = 3% deduction from semester grade and parent notification
- 2 unexcused absences = 6% deduction from semester grade and referral to Counselor
- 3 unexcused absences = 9% deduction from semester grade, discipline referral to Assistant Principal, and initiation of SARB proceedings

Each additional unexcused absence will result in an additional 3% deduction from the semester grade per unexcused absence.

In addition, teachers may assign detention or lower the student's conduct grade. Such consequences will be outlined in the teacher's grading policies for the course. Also, teachers are not required to provide replacements for work missed as a result of an unexcused absence, and a grade of "0" may be recorded for that assignment.

Students whose absences are excused or are due to a school-sponsored activity must be given the opportunity to make up any missed assignments without penalty. If the absence is unexcused, students may, at the teacher's discretion, be given opportunities to "earn back" all or part of the grade penalties listed above. Such opportunities will consist either of course related work not required of other students or of community service. Please note that community service completed in this way is not counted as part of a student's community service for diploma recognition or other purposes. Five hours of work will be required to eliminate the consequences of each unexcused absence.

#### **TARDINESS:**

Students are expected to be in class when the tardy bell rings. Tardy students cause classroom disruption and affect the continuity of instruction. Students arriving late to their first class **MUST** check in to Attendance Office to obtain a tardy pass. Students are considered tardy if they arrive late to class without an excused written note from a school official. Students are considered tardy if they arrive late to class without a written note from a school official. Tardiness will result in the following progressive penalties.

#### **Semester/Year-long Classes (per semester):**

Each tardy shall be counted as 1/5 of an unexcused absence (0.6% deduction from semester grade)

In addition, teachers may assign detention or lower the student's conduct grade. Such consequences will be outlined in the teacher's grading policies for the course. Also, teachers are not required to provide replacements for work missed as a result of tardiness, and a grade of "0" may be recorded for that assignment.

At the teacher's discretion, students may be given the opportunity to "earn back" all or part of the grade penalty listed above. Such opportunities will consist either of course related work not required of other students or of community service. Please note that community service completed in this way is not counted as part of the student's community service for diploma recognition or other purposes. One hour of work will be required to eliminate the consequences of each tardy.

#### **Visitors**

As a general rule, visitors are not allowed on campus. Under special circumstance, a Visitor's Pass may be granted by the Principal. Such as, parent/guardian and teacher meetings. **Anyone on school grounds without permission is in violation of the law and may be reported to the police.**

#### **If You Move Out of the District**

Students whose parents move out of the Beverly Hills Unified School District are required by law to immediately notify the Secretary in your House Office. Seniors may be allowed to complete the entire senior year by applying for an Out-of-District permit. The Out-Of-District permit must be approved by both the releasing school district and the Beverly Hills School District Board of Education. These permits are cancelled if students do not meet Beverly Hills High School's standards of scholarship, citizenship, and attendance. Students who do not meet the District residency requirements will be immediately checked out of school.

## **Transferring or Withdrawing From School**

Present a written request from your parent or guardian to the Secretary in your House Office. Please include the new address and date of moving to insure that school records can be forwarded promptly. You will be issued Clearance Card. Obtain clearance signatures from ALL teachers and offices: return all books and equipment and pay any fines. Return the completed card to your House Office.

## **Change of Address or Telephone Number**

To maintain accurate school records any change of address or telephone number should be immediately reported to the Secretary in your House Office. Emergency card information must be kept up-to-date.

## **EMERGENCY DRILLS**

Beverly Hills High School has several types of Emergency Evacuation/Action Plans:

### **1. Action: EVACUATE BUILDING**

- a. The warning signal to evacuate the building is a series of short bells from the alarm system.
- b. The evacuation of the building consists of the orderly movement of students and staff from inside the building to Durant Drive evacuation site.
- c. The action to evacuate the building is considered appropriate for, but not limited to, the following:  
Fire, Bomb Threat, Chemical Accident, Explosion, Earthquake, other similar occurrences which make the school building uninhabitable.

### **2. Action: LOCKDOWN**

- a. The warning for this type of emergency is a “warble” sounding series of short bells.
- b. When students hear the bell and they are in the halls, they are to enter the nearest open classroom.
- c. If students are in the bathroom, they are to leave immediately and enter the nearest open classroom.
- d. Nutrition/Lunch – If a lockdown occurs while students are in between classes, students should proceed to the nearest open classroom.
- e. **If inside, stay inside.**
  - **In classrooms or offices**, move away from the windows. Take cover under a table, desk or counter.
  - **In library or cafeteria**, immediately move away from windows.
  - **In laboratories**, all burners should be extinguished (if possible) before taking cover.
- f. **If outside, stay outside.** If you are approaching campus and you hear this signal, **DO NOT** enter the campus. Remain clear of the area.

**Special Note:** If an earthquake occurs during school hours, you might be in any one of several places. Wherever you are, after the ground stops shaking, you must evacuate the building and proceed to **Durant Drive**. If you are in class, follow the directions of the Faculty/Staff. If you are not in a supervised area, or during a passing period, return to your current or most recent (if during passing period) teacher’s ASSEMBLY AREA ON DURANT DRIVE and follow the direction of the teacher in charge.

**If a non-lockdown emergency occurs between class periods, Nutrition, or Lunch, report to your current, or most recent teacher’s emergency area on Durant Drive.**

## **Message to Parents Addressing Parental Concerns and Responsibilities**

If a major earthquake occurs during school hours, our first concern after evacuating the building and ascertaining the students’ physical safety is reuniting you with your children. Please **DO NOT** attempt to call the school because we need phone lines open for emergency communications. You, or an adult designated by you and listed on the emergency card, must pick up your child after a major earthquake. We **CANNOT** release your child without your permission.

## **STUDENT PICK-UP PROCEDURE**

All gates will be locked in the event of a major earthquake. The gates will be marked as follows:

### **EMERGENCY INFORMATION GATE**

Parents and other adults whose name(s) are listed on the student’s Emergency Card will come to this gate to request pickup of their child(ren). The students WILL NOT be released to anyone other than those whose names appear on the Emergency Card.

### **REUNION GATE**

After the student has been requested for pickup, a runner will go to the assembly area and the runner or parent volunteer will take the student to the reunion gate. Parents will be asked to sign a release form upon picking up their child(ren).

# RULES OF THE ROAD

Beverly Hills High School, as a public school in the State of California, is subject to the laws and regulations as established by both the State Legislature and the local Board of Education. In addition, the school staff has adopted policies and guidelines to facilitate the smooth operation of the daily educational process. We have included here many of the regulations which delineate proper codes of student behavior. This is done not to create a restrictive atmosphere, but to inform students of what is and is not acceptable. For the most part, Beverly students are astute and responsible enough in their behavior that formal sanctions need not be invoked.

## **STATE LAW**

### **Behavior**

Continued willful disobedience, open and persistent defiance of authority of the teacher, habitual profanity or vulgarity, possession and/or consumption of alcoholic beverages upon school premises, smoking cigarettes or vaping/electronic cigarettes, or possessing cigarettes/electronic cigarettes/vaping devices upon school premises, constitute good cause for suspension or expulsion from school. This holds for all school sponsored events away from the school premises.

### **Damage to School Property**

Any pupil who damages or defaces any school property shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense. All damage done to school property by any pupil shall be repaired at the expense of the person committing the offense.

#### ***Student Responsibilities:***

- To return all textbooks in good condition and clear any textbook fines by the end of the year. Fines that are not cleared by the end of the school year may prevent students from registering until fines are cleared. Any book turned in after the last day of school is considered late and will be charged a \$10 (per book) late fee. Please note, if your book was returned, and we have found it to be in an unsatisfactory condition, it will be listed on this letter as not returned and the balance column will reflect the price of the fine.

### **Duties of Pupils**

- All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the Faculty/Staff of the schools.
- All students are expected to carry current school identifications at all times and at all school events. In the months of August and September, before ID's for the current academic year are issued by the school, students are expected to carry one of the two following forms of identification: the previous school year ID card, or a current printed "face page" which can be obtained by the student in their House.
- To refrain from the unauthorized sale of any items on campus.

### **Loiterers on Campus**

Any person who loiters about any public school is a vagrant, and is punishable by a fine of not exceeding one thousand dollars (\$1,000.00) or by imprisonment in the county jail for not exceeding six months, or by both such fine and imprisonment.

### **Narcotics or Other Hallucinogenic Drugs**

For the protection of other pupils in the public school, the governing board of any school district may suspend or expel, and the superintendent of any school district when previously authorized by the governing board may suspend a pupil whenever it is established to the satisfaction of the board or the superintendent respectively, that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics or other hallucinogenic drugs or substances.

### **Secret Organizations**

It is unlawful for any pupil enrolled in a secondary school of the state, to join or become a member of any secret fraternity, sorority, or club or to take part in the organization or formation of any such organization.

### **Suspension or Expulsion**

Boards of School Trustees and city boards of education shall have the power and it shall be their duty to suspend or expel pupils for misconduct when other means of correction have failed to bring about proper conduct.

The Beverly Hills Unified School District is committed to an educational environment in which all students are treated with respect and dignity. Each student has the right to learn in an environment that promotes equal educational opportunity and is free from discriminatory practices.

## **BOARD OF EDUCATION POLICY**

### **Narcotics**

Under Board of Education Policy the unlawful use, possession, or sale of drugs or alcohol will lead to suspension, police department notification, implementation of expulsion procedures, and student participation in a drug education program.

Remember: Drug, alcohol, and tobacco use, possession or sale in school will not be tolerated. Students found using any illegal substance may face suspension from school and citation from the Beverly Hills Police Department.

#### ***Student Responsibilities:***

- To refrain from unlawful use, possession or sale of drugs or alcohol on or off school grounds, when involved in any school activity, or when on the way to or from home/school. I understand that violation of District drug/alcohol policy will result in my suspension from school, notification of the Beverly Hills Police Department, a parent conference, and possible initiation of expulsion procedures. I understand that return to school may be contingent upon enrollment in an approved drug education/counseling program.
- To refrain from possessing, using, and/or supplying others with matches or tobacco products or fireworks. Students may not smoke/vape anywhere on campus. I understand that these are unacceptable behaviors and that the Beverly Hills Police Department may issue a citation to me.

## **DRESS CODE POLICY**

### **Dress and Grooming**

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. The appearance of students, or attire worn by students, disruptive to the educational process will be grounds for exclusion from classes.

The intent of the district's dress and grooming policy is to create an effective and focused learning environment. Student dress and grooming are an important component of a safe school climate that supports learning. Dress and/or grooming that draws undue attention detracts from the educational process, and is therefore unacceptable. However, both Board policy and administrative regulations shall not interfere with the rights of students that are protected by the Constitution..

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

In cooperation with teachers, students, and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. [0420](#) - School Plans/Site Councils)

The purpose of these regulations is to specify standards of dress and grooming that promote a safe school setting conducive to a positive learning environment consistent with the Board policy governing acceptable and appropriate apparel and appearance for students.

#### **The following guidelines shall apply to all regular school activities:**

1. Students must dress safely and appropriately for educational activities in which they will participate so as not to endanger their or other's health, safety, or welfare.
2. All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.
3. Articles of clothing and jewelry which display gang symbols, profanity, or products or slogans which promote tobacco, alcohol, drugs, violence, illegal activities, sex, or racial/ethnic/religious prejudice materially interfere with school work, create disorder, or disrupt the educational process and; as a result, are not allowed.
4. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.

5. Extreme fashion that has the effect of disrupting the educational process or may pose a potential safety hazard will not be allowed.
6. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothes must be sufficient to conceal undergarments at all times. See-through fabrics which expose the body are not acceptable. Bare midriffs, tube-tops or halter-tops are prohibited.
7. Shoes or sandals must be worn by all students. Any footwear which creates a safety hazard is prohibited.
8. Attire that may be used as a weapon (e.g. steel-toed boots, chains, items with spikes or studs, etc.) may not be worn.
9. Schools may restrict head coverings to ensure a safe and disruption-free program. In general, hats, caps, and other types of head coverings shall not be worn inside buildings.
10. Schools shall allow students to wear sun-protective clothing including, but not limited to, hats, for outdoor use during the school day.
11. Students shall not display any material or paraphernalia which incites a disruption or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of district or school-site policies or rules.
12. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs.

Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming policy. A request for exemption from enforcement of a specified portion of this dress code policy may be submitted to the school principal.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. (cf. [3260](#) - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code [49066](#)) (cf. [5121](#) - Grades/Evaluation of Student Achievement)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

### **School Trips**

By policy any school team, class, or organization numbering over twelve is required to use bus transportation for trips.

Smaller groups using private transportation (teacher, parent, or licensed student driver) must, prior to the trip, present individual, parent-signed transportation waivers to the sponsor, who will file these in the Main Office. Students may not drive other students.

Students are expected to abide by the instructions of the chaperones on all school-sponsored trips. All in-school regulations are in effect on these trips. Students will be given Permission Slips to be signed by a parent at least one day before the trip.

## **Sexual Harassment Policy**

The Beverly Hills Unified School District strongly condemns, opposes and prohibits sexual harassment of students, whether verbal, written or physical, by anyone in or from the District. Therefore, the Board shall not tolerate sexual harassment of any student by any other student or any District employee. Any student who is found guilty of sexual harassment shall be subject to disciplinary action.

Sexual harassment is a violation of Title IX of the Education Act Amendments of 1972, Title VII of the Civil Rights Act of 1964, and California Education Code Sections 210 through 214.

### ***Student Responsibilities:***

- To refrain from sexual harassment of others, whether verbal, written or physical. Any student found guilty of sexual harassment shall be subject to disciplinary action.
- To respect the diversity of our student population. I understand that racial, ethnic, sexist, or other inappropriate comments or actions will result in immediate disciplinary action.
- To refrain from any type of bullying or hazing activities, including electronic bullying, that would be likely to cause body danger, physical harm or personal degradation or disgrace to another student. Any student found guilty of bullying or hazing will be subject to suspension and/or expulsion and may be referred to the Beverly Hills Police Department.

The above list of rules and obligations is not all inclusive. Students sign a responsibility contract on the first day of each semester.

## **CHEATING POLICY**

The Beverly Hills Unified School District believes that the school and the home be engaged in a partnership to teach the values of integrity, truth, personal accountability and respect for the rights of others.

### **Cheating - Defined:**

Students should understand that, among other things, cheating includes communicating with another student during an exam, copying material during an exam, allowing another student to copy from their exam paper, using unauthorized notes or devices, submitting falsified information for grading purposes, obtaining and supplying a copy and/or information about an exam without the knowledge and consent of the teacher, submitting work written by another person (except as outlined below \*), submitting work written by the student for another assignment without the instructor's knowledge or consent (self-plagiarism), copying another person's assignment(s), allowing another student to copy his or her assignment, taking a photo of an exam, or taking home exams without the knowledge and consent of the instructor.

### ***Student Responsibilities:***

- To behave honestly and ethically at all times. I will abide by the Beverly Hills High School Cheating Policy, which defines cheating as communicating with another student during an exam, copying material during an exam, allowing another student to copy from their exam paper, using unauthorized notes or devices, submitting falsified information for grading purposes, obtaining and supplying a copy and/or information about an exam without the knowledge and consent of the teacher, submitting work written by another person, submitting work written by the student for another assignment without the instructor's knowledge or consent (self-plagiarism), copying another person's assignment(s), allowing another student to copy his or her assignment, or taking home exams without the knowledge and consent of the instructor.

Refrain from using any type of recording device at school, with the understanding that taking pictures of other students or staff members with cameras, camera phones, video recorders or any other type of image capturing device without their permission is forbidden. I further understand that if I do so, my equipment may be confiscated.

### ***Student Responsibilities:***

- To refrain from using any type of recording device at school, with the understanding that taking pictures of other students or staff members with cameras, camera phones, video recorders or any other type of image capturing device without their permission is forbidden. I further understand that if I do so, my equipment may be confiscated.
- To follow the District's Acceptable Use Policy on student access to networked information resources and I agree to the following. I understand that access will be granted to students who submit the proper permission forms and agreement forms signed by parents of minor students (under 18 years of age) and by students themselves. I agree to act in a considerate and responsible manner while conducting research and communicating with others as related to school assignments. I will abide by the rules of every network that I access. I understand that if I don't follow the rules associated with the use of telecommunications and electronic information resources that the appropriate disciplinary consequences, including suspension from school, could be enforced upon my violation of said rules.
- To refrain from any illegal use or activity with computer hardware and software. This includes cheating in classes, changing grades and/or attendance for myself or others.

\* When a student submits an assignment, that assignment should be only his or her own work unless the teacher has specifically set up the assignment as a group project or other collaborative assignment. In such cases, the names of all students involved in the group process should be listed on the assignment. If the teacher has not designated the assignment as a group project, submitting an assignment written by more than one person is **plagiarism**.

### **CONSEQUENCES:**

The consequences for cheating shall be adhered to by students and staff:

#### **First Infraction:**

1. Teacher meets with the administrator prior to parent contact.
2. Teacher informs the parent.
3. Referral to assistant principal for student and parent conference.
4. The student's academic and conduct grade will be lowered by one letter grade (unless the assignment is worth more than one letter grade).

#### **Second Infraction in any course:**

1. Teacher meets with the administrator prior to parent contact.
2. Conference with assistant principal, counselor, parent, student and teacher.
3. Student will receive a failing semester grade where second cheating infraction occurred.
4. The student's conduct grade will be lowered.
5. The student will be suspended.

#### **Third Infraction in any course:**

1. Teacher meets with the administrator prior to parent contact.
2. Conference with assistant principal, counselor, parent, student and teacher.
3. The student will receive a failing semester grade where second cheating infraction occurred.
4. The student's conduct grade will be lowered.
5. Student will be referred to Student Study Team or Norman Aid Center.
6. The student will be suspended.

If a student steals, sells or buys an examination, a parent conference will be called, a suspension made, and the student will fail the course.

If a student steals keys or is involved in illegal school entry, the administrator is to be notified immediately. The school administration will notify the Beverly Hills Police Department, a suspension will be made, a parent conference will be called, and the student will fail the course. Where appropriate, expulsion procedures will be initiated.

#### ***Student Responsibilities:***

- To refrain from fighting or from inciting others to fight. I understand that the penalty for violating this section may result in suspension from school for up to five days and/or arrest and/or expulsion from school.

## **SCHOOL REGULATIONS**

### **Parent/Guardian and Teacher Meeting**

In the event that parents/guardians have an issue or complaint regarding a teacher, these guidelines shall be followed except in cases where the allegation may require involvement by law enforcement agencies:

1. The parent/guardian shall attempt to resolve concerns through verbal communication with the teacher. Emailing the teacher to set-up a parent/guardian and teacher meeting usually works best. Every effort shall be made by the supervisor to refer any issue or complainant to the teacher first.
2. If the concern is not resolved at this level, the complaint shall be made in writing by the complainant and given to the teacher's immediate supervisor no later than thirty (30) calendar days after the time the complainant's child leaves the affected class. a. The teacher shall be notified and furnished a copy of this complaint within five school days of the supervisor's receipt of the written complaint. b. The immediate supervisor shall meet with the teacher to discuss the issue, concern or complaint and shall conduct a thorough, impartial investigation of the matter. The teacher shall have the right to meet with the complainant. c. If the complaint is not resolved within five (5) school days after the conference, a summary of the complaint, the factual investigation and the action taken, shall be prepared by the supervisor and furnished to the unit member. This acknowledgement signifies receipt of the summary only, not necessarily agreement.

### **Elevator**

Elevators are for the use of faculty members and/or students with disabilities. The size of the student body forces us to require a pass from any student who **must** use it. The nurse or your Assistant Principal will issue an elevator pass.

#### ***Student Responsibilities:***

- To refrain from using the elevators on campus. I understand they are for adults only. In case I am injured I will obtain a pass from my Assistant Principal or the school nurse in order to use the elevators.



## **Fighting**

Fighting is not an acceptable behavior. Students who engage in such will be referred to their Assistant Principal for suspension, a parent conference, and possible arrest.

### ***Student Responsibilities:***

- To refrain from fighting or from inciting others to fight. I understand that the penalty for violating this section may result in suspension from school for up to five days and/or arrest and/or expulsion from school.

## **Our Campus**

Beverly is a beautiful school. Trash, graffiti, and damage to property and equipment create an unsightly campus. We all share the responsibility for its maintenance. Parents and students are required by law to compensate the school for any damages or clean-up costs. In addition appropriate disciplinary action will be taken if an infraction occurs.

### ***Student Responsibilities:***

- To refrain from littering anywhere on the school campus. I understand that if I litter, I may be assigned clean-up duty, detention, or cited by school officials or the police anywhere on the school campus.
- To refrain from defacing property with or through other acts which damage school property. I understand that the penalty for such damage may be suspension from school, notification of the Beverly Hills Police Department, a parent conference, my being responsible for reimbursement of the costs associated with repairing the damage, and, in serious cases, initiation of expulsion procedures.
- To refrain from riding skateboards, motorized wheeled devices, bicycles, roller skates, etc. anywhere on campus. They will be confiscated.
- To refrain from entering any construction areas and interacting with construction workers.

## **Parking**

All students who drive a car to school and use the student parking lot MUST have a valid parking permit. Permits for the school year will be available as space permits. Eligible seniors have priority to obtain a parking permit. Permits are issued on a priority basis, with the criteria including grade level, age, distance of the pupil's residence from school, attendance and citizenship. Students pledging to carpool will be given special consideration. Applications are available at the end of the Spring semester in House B. Reckless and/or unlawful driving will result in revocation of permit. Administration may also review/revoke parking privileges at any time for any disciplinary or academic reasons.

Students who ride motorcycles or mopeds to school must park in the appropriate area designated by school administration. These vehicles are not allowed on Heath Avenue. Students who wish to obtain a permit to park their motorcycle on campus must contact the parking administrator in House B. Board of Education rules require that all students who ride a bicycle, motorcycle or moped to school must wear an approved safety helmet.

### ***Student Responsibilities:***

- To refrain from entering the parking structure between 8:15 a.m. through the end of lunch. I also understand there is no loitering allowed on Heath Avenue during lunch or after school. I understand students are not permitted to leave campus before the end of lunch without proper parent and school permission. After that time, I will leave campus when my classes have ended.

## **Publicity**

All posters must have the approval of the administration before they may be posted on school campus by students or organizations. Posters must be taken to the ASB office at least two days prior to the date to be posted. Posters will be examined and, if acceptable, signed. Approved posters must be hung in designated areas. The administrator may refuse to sign any poster which is considered vulgar, malicious, or otherwise improper, or which may give incorrect information. Petitions, circulars, and other printed matter must be submitted to the Principal or his designate for review and administrative permission at least one day prior to circulation.

### ***Student Responsibilities:***

- To submit to the Principal or his designee for review and for permission to circulate petitions, circulars, and other printed material at least one day prior to distribution. Unapproved distribution of printed material results in suspension from school activities and possible expulsion.

## **Conduct in General**

Your behavior in school and at school events should reflect the maturity expected of a high school age student. It should also reflect your self-respect, upbringing, good judgment, and awareness of action appropriate to a place of learning. One all-encompassing rule is never act in a fashion that would diminish the quality of life at Beverly Hills High School.

## **POLICY ON USE OF CELL PHONES & ELECTRONIC DEVICES**

### **Possession of Cellular Phones and Other Mobile Communications Devices**

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers, beepers, and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If a school employee finds it necessary to confiscate a device, he/she shall return it at the end of the class period or school day.

In accordance with BP/AR 5145.12 - Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures. A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to discipline in accordance with Board policy and administrative regulation.

## **POLICY REGARDING WEAPONS ON SCHOOL GROUNDS**

Students bringing any type of weapon on campus shall be subject to suspension, the initiation of expulsion procedures in accordance with Education Code 48900 and all other applicable State and Federal laws.

### ***Student Responsibilities:***

- To refrain from bringing any type of weapon (includes pocket knife or sharp object) to school. I understand the penalty for violating this section is my suspension from school and initiation of expulsion procedures.

## **THEFT POLICY**

As a violation of Education Code 48900, theft of any kind will result in the following consequences:

1. Parent Contact
2. Beverly Hills Police Department Contact
3. Suspension, and possible recommendation for expulsion

## **PROFANITY POLICY**

As a violation of Education Code 48900, profanity will result in the following consequences:

1. Referral to Assistant Principal for consequences that include detention, parent conference, or suspension.

## STUDENT GOVERNMENT

The Student Council is a body of elected and appointed officers who initiate plan and implement a variety of student activities and school and community service projects. The Associated Student Body (ASB) works closely with the Administration in developing programs to improve the school's social and physical environment. Students who are interested in taking an active role in this program are encouraged to run for a class or ASB office. Elections are held twice a year. The Student Body Government is multi-tiered, consisting of the Student Council, a Student Board Member of the Board of Education and Inter-Club Council representing a wide variety of active clubs and organizations. The ASB Constitution governs the functions of the Student Body.

All Students enrolled in Beverly Hills High School are members of the ASB and are entitled to vote in all elections, participate in school activities if they are in good standing, and propose additions and/or amendments to the bylaws of the ASB Constitution. All students who purchase and Associated Student Body card receive other benefits. Students with discipline issues may be held out of extra-curricular activities.

## SPECIAL INTEREST CLUBS

The Student Body Vice-President is the officer in ASB who is in charge of all clubs and organizations. Questions regarding any student group should be addressed to this individual. Beverly's numerous clubs provide an opportunity for students, particularly those new to the school, to get involved in student activities. Listen to the Norman Bulletin for information regarding these and other groups. Every Fall, ASB sponsors a Club Week, when club information is available and students may sign up for membership. Students may start or join a club anytime throughout the school year. All clubs **must** have a Faculty/Staff advisor. If you wish to start a new club, see the ASB Vice-President.

## CUSTOMS AND TRADITIONS

**Our Motto:** "Today Well Lived"

**Our Colors:** Orange, Black and White

**Our Mascot:** "Normans"

### **Our Alma Mater**

"Oh Beverly We Love You" is our school hymn. We show our respect by standing when we sing. There should be no applause at the conclusion. When schools meet at sports events, both show regard for the other's Alma Mater.

"Oh, Beverly we love you. Our loyalty we sing.  
To thee all faith, all honor, all praises we bring.  
Your customs, traditions, bring glory to thee.  
All hail our Alma Mater. We love you, Beverly."

### **Norman Bulletin**

Three days a week a bulletin detailing school notices and events is prepared for students and faculty. The bulletin is posted outside House B, is emailed to students and parents through JupiterGrades or it can be viewed online at [www.bhhs.bhusd.org](http://www.bhhs.bhusd.org).

### **Freshmen Orientation Day**

This high school transition program, Link Crew, welcomes freshmen and makes them feel comfortable throughout their first year of high school. More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. This Freshmen Orientation Program provides students with the support they will need in order to achieve success at Beverly Hills High School.

### **Senior Events**

Traditional senior events include, Senior Grad Night, Senior Prom, Senior Breakfast, and Senior Awards Night. Seniors must be in good standing to participate in senior activities.

### **Albion Street School**

Since 1927 Beverly has annually sponsored a philanthropic program for our "little sister school" in downtown Los Angeles.

### **Campus Cleanup**

Keeping the campus clean is everyone's responsibility. We are concerned with ecology and, as such, should maintain our beautiful school by keeping our grounds clean and our buildings unmarred.

## HELP WHEN YOU NEED IT

ASB Cards ..... Student Store  
ASB Council ..... Room 262  
Assistant Principal, Instruction (API) ..... Room 216  
Assistant Principal, Operations (APO) ..... Main Office  
Assistant Principal, Student Services (APSS).... Room 288  
Book Fines ..... Student Store  
Check-Out Forms.....Rooms 216 and 288  
Career Center ..... Room 290  
College Center ..... Room 290  
Counselors ..... Guidance Offices, Rooms 216 and 288  
Visitor's Pass ..... Security Gates  
P.E. Clothes..... Student Store  
I.D. Cards..... Student Store  
Illness..... Health Office, Room 261

Library .....Main Hall, 2<sup>nd</sup> Floor  
Lockers ..... Attendance Office Room 292  
Lost and Found ..... Attendance Office Room 292  
Lunch Permit .....Assistant Principals' Offices  
Norman Bulletin Notice..... Room 216  
Principal..... Main Office  
Program Change ..... Your Counselor's Office  
Re-admittance Card ..... Attendance Office  
Schedules for Activities ..... Room 216  
Scholarship Information ..... Room 290  
School Supplies ..... Student Store  
Textbooks ..... Textbook Room 356  
Transcripts ..... order them online at [www.parchment.com](http://www.parchment.com)

## COURSE OFFERINGS

Listed on the following pages are the courses offered at Beverly Hills High School. Courses not associated with any department are listed under the heading Special Services. Courses listed are not necessarily taught every year.

## VISUAL AND TECHNICAL ARTS

### **ART FOUNDATION (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

This is an introductory course into the fundamentals of art. Students will be exposed to a variety of art making methods and materials by analyzing art through historical references and applying similar methods to create their own student work. Students will explore and use both 2D and 3D art production processes. Topics from Fine Art, Commercial Art, Graphic Art and Design, Architecture, and Sculpture will be explored. Connections between art history, aesthetic valuing, career paths, and communication through visual media will also be covered. This is the recommended prerequisite for all classes in Visual or Technical Arts. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: none.*

### **DRAWING AND PAINTING (UC/CSU Approved)**

**Grades: 10-12**

**Credits: 10**

This is a yearlong course designed for students interested in advancing their artistic skills, improving their creative solving abilities, increasing their creative expression and developing individual style, all with an emphasis in illustration. This illustration course emphasizes the production of artwork, acquisition of knowledge, communication of ideas and critical analysis. Students will be creating artwork in both large and small scale as they explore a wide variety of media and techniques which are viewed through art history and culture. This is an excellent class for students who are interested in continuing in the arts and wish to build an AP portfolio. This class is recommended for students, grades 10-12, with a strong interest in creating art. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: Art Foundation or art portfolio submission. This class is open to 9<sup>th</sup> graders with a strong work ethic, who are also academically sound.*

### **ANIMATION (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

This animation course is designed for students interested in traditional hand drawn animation, or students who are looking to learn about visual communication with moving imagery. Students will study the Elements and Principles of Art and Design, will be introduced to basic drawing skills, beginning animation techniques, and multiple animation methods. Students who are interested in careers like, video game design, animation, advertising, motion graphics, film and video, etc., are encouraged to take this course. Students will view films and discuss the use of the camera as a narrative subject matter, learn the basics of screen writing and storyboarding. Students should be prepared to purchase a 9"x12", spiral bound, 100 page sketchbook and a 4GB or higher flash drive to store their work. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: It is recommended that students take a beginning level art class prior to this one, but it is not required. This class is open to 9<sup>th</sup> graders with a strong work ethic, who are also academically sound.*

### **SCULPTURE AND CERAMICS (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

Beginning Ceramics is a one-year course that introduces students to sculpture mostly through the medium of clay while at the same time introducing them to different methods of visual expression. Students will learn how to sculpt by hand, create in 3 dimensions, as well as how to throw a vessel on the pottery wheel. Students will increase their technical and creative abilities while enhancing their skills of visual design. The emphasis for this course is on 3D design. Students who are interested in a career in sculpture, special effects makeup artistry, prop-making, production design, special effects modeling, or claymation will benefit from this course. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: Prior art experience is suggested, but not required.*

**ADVANCED SCULPTURE AND MODELING (UC/CSU Approved)                      Grades: 10-12                      Credits: 10**

Advanced Ceramics is a one-year advanced course with a goal of providing students with a more intensive examination of the artistic skills and concepts learned in Beginning Ceramics. Students will focus on developing their own personal artistic style and finding appreciation in artistic expression. Students will look at various artists and artistic styles to improve their skills. In addition, students will further explore methods of reductive and additive sculpture and pottery. Students will review handbuilding techniques, wheel throwing, firing, and glazing techniques while continuing to a more in depth study of sculpture and ceramics and all of its uses. Students who wish to continue studying art past high school may also use this class for portfolio development. This course gives students the opportunity to create, enhance, and produce works in their own distinct artistic styles while giving them the tools to understand how art can be decorative and functional. Students who are interested in a career in sculpture, product design, special effects makeup artistry, prop-making, production design, special effects modeling, or claymation will benefit from this course. This course meets the UC/ CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: Beginning Ceramics.*

**STUDIO ART - HONORS (1<sup>ST</sup> YEAR), AND AP (2<sup>ND</sup> YEAR) (UC/CSU Approved)                      Grades: 9-12                      Credits: 10**

Both levels work toward the development of a comprehensive portfolio that may meet requirements for entry into college-level classes. The objective is to complete the portfolio in one year if possible. This class is designed for students who intend to submit a portfolio to the College Board for consideration for college credit upon entry. Students will investigate all three portfolio components—Quality, Concentration, and Breadth. Students will be expected to develop mastery in concept, composition and execution of ideas. Most importantly, students who wish to design a portfolio for specific colleges and not just the AP College Board Exam may greatly benefit from the exploration of media and technique. Students are striving to develop a personal voice and style with their content and method. Students are required to purchase a 100 page spiral bound sketchbook, and a 4GB or higher Flash Drive. Students may need to purchase some other materials as well. Meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: Two years previous art class and portfolio submission.*

**ARCHITECTURE – BEGINNING (UC/CSU Approved)                      Grades: 9-12                      Credits: 10**

Students experience architecture by creating original designs for clients. They design a vacation house and plot for a particular family, and complete drawings, drafting plans, renderings, or a model building. Students will be introduced to historical and modern architecture and the techniques used to create a design for a real home. The emphasis is on 3D design and an understanding of space. This course meets the UC/CSU VPA requirement.

*Prerequisites: none.*

**ARCHITECTURE – ADVANCED (UC/CSU Approved)                      Grades: 10-12                      Credits: 10**

Students will continue with the skills learned in beginning architecture. This course is based on residential design, as is the beginning course, but without as many project limitations. Students will make a large scale residential design with more freedom, space, and less restrictions. Students will complete drawings, drafting plans, renderings, or a scale model. Emphasis is on 3D design and an understanding of space. This course meets the UC/CSU VPA requirement.

*Prerequisites: Beginning Architecture.*

**COMMERCIAL BUILDING & URBAN PLANNING (UC/CSU Approved)                      Grades: 11-12                      Credits: 10**

Commercial Building and Urban Planning is the 3rd year of Architecture and it continues to build upon the previous years but by extending into the commercial and urban realm. Students will be involved with the study of commercial buildings, which range from restaurants to high-rise buildings, and urban planning by designing for a city block. Each student will design a commercial building or block plan and will produce drawings, drafting plans, a rendering, or a complete model. Emphasis is on 3D design and preparing for a college setting in architecture. This course meets the UC/CSU VPA requirement.

*Prerequisites: Advanced Architecture.*

**GRAPHIC DESIGN (UC/CSU Approved)                      Grades: 9-12                      Credits: 10**

Introduces students to the elements of design and communication arts, using both computer graphics applications and hand techniques. The emphasis is 2-D design, typography, layout and digital illustration. Students increase their technical knowledge and develop their creative eye. Students are introduced to Adobe Illustrator, Photoshop, InDesign among other software programs to explore the world of design and communication arts. Basic Computer skills required. This course meets the UC/CSU VPA requirement.

*Prerequisites: none.*

**VISUAL COMMUNICATION DESIGN – ADVANCED (UC/CSU Approved)                      Grades: 10-12                      Credits: 10**

The second course in the Communication Arts series pursues advanced concepts in Visual Communications. Students apply their design and typography knowledge to Editorial Illustrations, Poster Art, Printed Media, Business Systems, Magazine Layout, Motion Graphics and Digital Portfolios. More challenging techniques are covered in Adobe Illustrator, Photoshop and InDesign for print and Macromedia Flash for motion graphics. While focusing on the creative process for commercial use this course is rooted in historically influential art movements integral to the Communication Arts field. This course meets the UC/CSU VPA requirement.

*Prerequisites: "B" or better in Graphic Design and the approval of instructor.*

**JOURNALISM – BEGINNING (UC/CSU Approved)****Grades: 9-11****Credits: 10**

This course is an introduction to all aspects of newspaper production, what determines news and how to report it. Students learn interviewing techniques as they write a variety of articles and columns. Students also edit photographs and graphics using Photoshop and create newspaper layouts using InDesign. Journalism ethics, copy editing, headline writing, broadcast journalism and advertising are covered as well. Required for students who want to be on the *Highlights* newspaper staff. Meets the UC/CSU College Prep Elective requirement.

*Prerequisites: "B" or better in English and teacher recommendation.*

**JOURNALISM – ADVANCED (UC/CSU Approved)****Grades: 10-12****Credits: 10**

This advanced journalism course publishes *Highlights*, Beverly's student newspaper. Students handle all aspects of the publication, including developing and assigning stories, covering school and community events, and creating layouts and shooting photographs. Students use Photoshop and InDesign to create graphics, edit photos and design layouts. Meets the UC/CSU College Prep Elective requirement.

*Prerequisites: "A" or "B" in Beginning Journalism and teacher recommendation.*

**BROADCAST JOURNALISM****Grades: 10-12****Credits: 10**

Students will learn skills required to produce a television news program. Students will write scripts and perform on camera for a weekly 30-minute school news program carried on Channel 6 in Beverly Hills.

*Prerequisites: "B" or better in English; Beginning Broadcast or Beginning Journalism.*

**PUBLICATIONS JOURNALISM (Formally YEARBOOK) (UC/CSU Approved)****Grades: 10-12****Credits: 10**

The yearbook serves as a record of the school's academic and extracurricular activities. Students are responsible for all aspects of the book's production: art work, page layout and design, copy writing, photography, and theme. The Yearbook Staff also produces the Watchtower DVD yearbook. Meets the UC/CSU College Prep Elective requirement.

*Prerequisites: Photography, Graphic Design or Journalism. "B" or Better in English. Teacher Recommendation. Application process begins every April for the following year.*

**PHOTOGRAPHY – BEGINNING (UC/CSU Approved)****Grades: 9-12****Credits: 10**

This course emphasizes the basic procedures involved in photographic image making, film and print processing, presentation, and critical analysis. Photographic compositions, the principles of the camera and film, and the history of photography are also covered. Additionally, this course covers creative uses of the camera, accessories, and darkroom techniques. Students will maintain a portfolio consisting of a series of original photographic artworks and a photo journal of reflective writing and critique. Students must provide their own camera and materials cost approx. \$100-\$125. This course meets the UC/CSU VPA requirement.

*Prerequisites: none.*

**PHOTOGRAPHY – ADVANCED (UC/CSU Approved)****Grades: 10-12****Credits: 10**

This course is designed for students interested in the advanced study of traditional black and white photography and black and white and color digital photography. The emphasis is on procedures of photographic image making, film and print processing, presentation and critical analysis. Photographic composition, the principles of camera and film, and the history of photography are covered. This course also covers various camera types, formats, and provides further exploration of accessories and darkroom techniques. Students maintain a portfolio of original photographic artworks and a journal of reflective writing, photographic procedures, record keeping, and critique. Students will become more selective as to critical issues involving history and ethics of photography and begin to develop an individual style and master personal techniques. Students must provide their own camera and materials cost approx. \$100-\$125. This course meets the UC/CSU VPA requirement.

*Prerequisites: Beginning Photography with a "B" or better.*

# CAREER TECHNICAL EDUCATION (CTE)

CAREER TECHNICAL EDUCATION (CTE), CTE classes offer students a chance to explore and experience a career field before making a commitment to a college major. *More information regarding these and other courses is available in the Career Center, Room 290.*

## ARTS, MEDIA & ENTERTAINMENT PATHWAY/AUDIO PRODUCTION

**AUDIO PRODUCTION INTRO. (UC/CSU Approved/VAPA Eligible)      Grades: 9-12      Credits: 10**

In this introductory course, students will learn audio production, terminology, techniques and produce music on state-of-the art audio editing software and in a state-of-the art recording studio.

**MUSIC INDUSTRY CAREERS ADVANCED (UC/CSU Approved/VAPA Eligible)      Grades: 10-12      Credits: 10**

In this advanced course that combines business with music, students will continue to learn and demonstrate audio recording techniques, and begin exploring the basic components of careers available in the music industry.

## ARTS, MEDIA & ENTERTAINMENT PATHWAY/BROADCAST PRODUCTION

**INTRODUCTION TO BROADCAST COMMUNICATION STUDIES (UC/CSU Approved/VAPA Eligible)**

**Grades: 9-12      Credits: 10**

This course begins the student's activities and skills development in the high school media center and provides an overview of current aspects of television and radio in the Los Angeles area. Students learn to identify characteristics of talk shows, soap operas, situation comedies, episodic drama, and contemporary radio and television programming. Students also learn to operate television and radio production equipment, how to create and edit materials for audio and video format, and how to operate television cameras and audio workstation equipment. Media projects will be created and shown on the school district cable television channel. This class meets the UC/CSU VPA requirement. *Prerequisites: none.*

**FIELD VIDEO PRODUCTION**

**Grades: 10-12      Credits: 10**

Students who have previous TV production experience shoot and edit sports events, Norman News, field stories, school plays and dance events, elementary school presentations, high school and district promotional pieces and events in and around the Beverly Hills community. The students shoot and edit extensively to make finished programs.

*Prerequisites: Advanced TV or Telecommunications and instructor approval.*

**FILM & VIDEO PRODUCTION/ADVANCED (UC/CSU Approved/VAPA Eligible, SMC Dual Enrollment College Credit)**

**Grades: 10-12      Credits: 10**

Students who have previous TV production experience create and shoot Norman News, Press Conferences, interview programs, and short spots for the school cable channel. They also form the core of the crew for televised sports coverage. They edit video programs on both linear and nonlinear editing equipment. Completed programs are aired on the school cable TV channel. Meets the UC/CSU VPA requirement. *Prerequisites: Intro or Telecommunications and instructor approval.*

**TELECOMMUNICATIONS**

**Grades: 9-12      Credits: 10**

Students learn the complexities of remote and out-of-studio production and broadcast by working one afternoon and evening each week shooting School Board Meets and similar productions.

*Prerequisites: Instructor approval.*

**T.V. PRODUCTION WORKSHOP**

**Grades: 10-12      Credits: 10**

Students receive preparation for entry level jobs in the television production industry. Hands-on-training includes: camera use, lighting techniques, audio systems, engineering duties, news casting, producing, and directing. Students will learn how to use related equipment, graphics, and techniques of filming and taping.

*Prerequisites: Instructor approval.*

**TV TECH**

**Grades: 9-12      Credits: 10**

Students learn how to maintain the TV studio and media center in top condition and assume responsibility for production preparation, cable channel operations, and broadcast and management of media and audio visual activities.

*Prerequisites: Instructor approval.*

## BUSINESS AND FINANCE PATHWAY

**PERSONAL AND BUSINESS, INTRO. FINANCE (UC/CSU Approved/SMC Dual Enrollment College Credit)**

**Grades: 9-12      Credits: 5**

This course presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn the fundamentals of personal finance and business finance. Personal finance topics include money management, investing and saving, and planning for a strong financial future. Business Finance topics include financing a business, forecasts and financial statements, and basic accounting. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve financial success.



## **BUSINESS & BRANDING ADVANCED (UC/CSU Approved/SMC Dual Enrollment College Credit)**

**Grades: 10-12**

**Credits: 10**

This course explores the world of 21<sup>st</sup> Century marketing concepts through, practical and engaging hands on projects, guest lectures, and research. *Prerequisites: Instructor approval.*

## **ROBOTICS/BUSINESS (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

Learn how to run a successful engineering and robotics business. Students will learn about fundraising, gaining sponsorship, how to make a business plan and organizational handbook, accounting and money management, how to manage a website, how to make a winning proposal, and the importance of marketing. Students will work regularly with the Robotics Club. Meets the UC/CSU College Prep Elective requirement. *Prerequisites: Instructor approval.*

## **HOSPITALITY, TOURISM & RECREATION PATHWAY**

### **INTRO TO CULINARY ARTS**

**Grades: 9-12**

**Credits: 10**

This course trains students on the occupation of Culinary Arts which includes learning and cooking gourmet cuisine as well as covering all the basics of the art including baking, ordering, presentation, etc.

### **ADVANCED CULINARY ARTS**

**Grades: 10-12**

**Credits: 10**

Comprised of students who have excelled in Intro to Culinary Arts, this class gives students a more in depth look at the industry. Topics include cooking techniques, knife cuts, plating, gardening, and customer service skills.

*Prerequisites: Instructor approval.*

### **CATERING**

**Grades: 11-12**

**Credits: 10**

This dynamic “Capstone” class is for students who have completed Culinary (Intro) and Culinary (Advanced). It will involve hands-on catering opportunities on and off campus. Through these experiences students will study advanced culinary techniques and practice the types of skills utilized in the area of catering, such as menu planning, purchasing, time management, customer service, communication, etc.

## **ENGINEERING PATHWAY**

### **ROBOTICS/ENGINEERING/INTRO (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

Study engineering concepts, CAD and learn to apply those skills through participation in the National FIRST program’s regional and national competitions.

### **ROBOTICS/ENGINEERING ADVANCED (UC/CSU Approved)**

**Grades: 10-12**

**Credits: 10**

This class is for students who have completed the introductory Robotics course. Study engineering concepts, CAD and learn to apply those skills through participation in the National FIRST program’s regional and national competitions.

## **OTHER**

### **TEACHER’S AIDE**

**Grades: 11-12**

**Credits: 10**

This course provides students with the knowledge and skills necessary to be successful teacher’s aides in a variety of school environments. Students will learn to assist with motivation and guidance of other students, arrange classroom bulletin boards, record attendance, and maintain other student records. Students will create a personal portfolio, participate in an informational interview, and establish career goals.

*Prerequisites: Instructor approval.*

### **WE CAN WORK (DOR)**

**Grades: 9-12**

**Credits: 10**

This specialized work training program provides learning improvement students with paid or non-paid on-the-job training in the community. Jobs are developed according to student interest and ability. Related classroom workshops emphasize job seeking skills, expected job behavior, and skills for the transition from school to work.

*Prerequisites: Learning Improvement students.*

**ENGLISH 9 (UC/CSU Approved)****Grade: 9****Credits: 10**

Students are exposed to a broad spectrum of literary genres, a variety of writing experiences, sentence structure and punctuation, spelling and vocabulary study. Students also experience a variety of learning techniques including cooperative learning groups, independent projects, and multimedia presentations. Active learning is encouraged as students expand their capacity to respond to language and to increase their communication skills.

*Prerequisites: 8<sup>th</sup> Grade English.*

**ENGLISH 9 HONORS****Grade: 9****Credits: 10**

This is the first course in a sequence leading to the Advanced Placement English courses. Students are introduced to various types of literature from Homer, Sophocles, and Greek mythology through the Bible, Shakespeare, contemporary novels, short stories, plays and poetry which expose them to the literary traditions which form the foundations of Western Civilization. Students also study literary concepts and write in a variety of domains, including expository, narrative, and creative. Vocabulary and standard written English lessons are also included.

*Prerequisites: Department approval.*

**ENGLISH 10 (UC/CSU Approved)****Grade: 10****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry. The emphasis is on British and European literature. Writing focuses on the expository and narrative essay forms, with emphasis on analytical writing domains in preparation for the Sophomore Writing Proficiency Exam. Students also study standard written English and vocabulary.

*Prerequisites: 9<sup>th</sup> Grade English.*

**ENGLISH 10 HONORS (UC/CSU Approved)****Grade: 10****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry with an emphasis on British and European literature. Students write a variety of essays and complete a research paper. Vocabulary and standard written English lessons are included.

*Prerequisites: Department approval.*

**ENGLISH 11 (UC/CSU Approved)****Grade: 11****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry. The emphasis is on American literature. Students write a variety of essays and complete a research paper. Vocabulary and standard written English lessons are included.

*Prerequisites: 10<sup>th</sup> Grade English.*

**AP ENGLISH LANGUAGE 5/6 (UC/CSU Approved)****Grade: 11****Credits: 10**

This college-level course covers in-depth analysis of plays, short stories, novels, poetry and non-fiction. The emphasis is on American literature. Students complete a research term paper. Students work to develop and improve writing skills. Vocabulary and standard written English lessons are included. Students take the AP English Language exam at the end of the course.

*Prerequisites: Department approval.*

**ENGLISH 12 (UC/CSU Approved)****Grade: 12****Credits: 10**

Students study and analyze plays, novels, short stories, and poetry from American, British and world literature. Students write a variety of essays. Vocabulary and standard written English lessons are included.

*Prerequisites: 11<sup>th</sup> Grade English.*

**AP ENGLISH LITERATURE AND COMPOSITION 7/8 (UC/CSU Approved) Grade: 12****Credits: 10**

This college-level course covers in-depth analysis of plays, short stories, novels, and poetry. Students work to develop and improve writing skills. Vocabulary and standard written English lessons are included. Students take the AP English Literature and Composition exam at the end of the course.

*Prerequisites: Department approval.*

# FOREIGN LANGUAGE

## **FRENCH I (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

Introduction to French language and culture. Student develops the ability to pronounce, read, write, understand, and speak elementary French.

*Prerequisites: none.*

## **FRENCH II (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

A continuation of skills development: listening comprehension, speaking, reading, and writing.

*Prerequisites: FLES recommendation or "C" or better in French I.*

## **FRENCH II HONORS**

**Grades: 9-12**

**Credits: 10**

An enriched second-year program. Same basic curriculum as French II with greater emphasis on speaking and culture. Student should feel at ease with use of language. Students are encouraged to take the National French Exam sponsored by the AATF.

*Prerequisites: FLES or high school teacher recommendation and/or a grade of "A" in French I.*

## **FRENCH III (UC/CSU Approved)**

**Grades: 10-12**

**Credits: 10**

This course provides a review of basic skills with greater emphasis on self-expression, orally and in writing. Study of basic elements of grammar is continued.

*Prerequisites: "C" or better in French II.*

## **FRENCH III HONORS**

**Grades: 10-12**

**Credits: 10**

Same as French III with greater emphasis on cultural material and writing. Students should feel at ease with use of language and should demonstrate fluency within the confines of their vocabulary knowledge. Students are encouraged to take the National French Exam sponsored by the AATF.

*Prerequisites: Teacher recommendation and/or an "A" in French II or a "B" in French II Honors.*

## **FRENCH IV (UC/CSU Approved)**

**Grades: 11-12**

**Credits: 10**

All the language skills are addressed at this level. French short stories, newspaper articles, and excerpts from French novels are used to increase reading comprehension, as well as to promote discussion and written expression. The students study advanced grammar, and French history and art as they relate to the language and culture.

*Prerequisites: "C" or better in French III.*

## **FRENCH IV HONORS (UC/CSU Approved)**

**Grades: 11-12**

**Credits: 10**

Same core curriculum as French IV, but an enriched 4<sup>th</sup>-year program in preparation for the SAT II Test usually taken at the end of this year and for the French Language Advanced Placement Examination taken the following year. Students are also encouraged to take the National French Exam sponsored by the AATF.

*Prerequisites: Teacher recommendation and/or an "A" in French III or a "B" in French III Honors.*

## **FRENCH AP (UC/CSU Approved)**

**Grades: 11-12**

**Credits: 10**

Completion of the Advanced Placement Examination and French Language Curriculum. Students study the French point of view as related to current social, political, and economic questions. Students write essays and read news and literary texts in the original version.

*Prerequisites: Teacher approval.*

## **HEBREW I (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

Introduction to Hebrew alphabet and language. Student develops the ability to speak and pronounce elementary Hebrew.

*Prerequisites: none.*

## **HEBREW II (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

A continuation of skills development: comprehension, speaking, reading, and writing.

*Prerequisites: "C" or better in Hebrew I.*

## **HEBREW II HONORS**

**Grades: 10-12**

**Credits: 10**

An enriched second year program with greater emphasis on conversation and culture. Students should feel at ease with the language.

*Prerequisites: Teacher recommendation and/or grade of "A" in Hebrew I.*

## **HEBREW III (UC/CSU Approved)**

**Grades: 11-12**

**Credits: 10**

This course provides a review of skills with greater emphasis on self-expression, both orally and in writing. Basic introduction to Hebrew literature. The study of grammatical structures is continued.

*Prerequisites: "C" or better in Hebrew II.*

**HEBREW III HONORS****Grades: 11-12****Credits: 10**

An enriched third year program with greater emphasis on conversation, culture, and literature. Students should feel at ease with the language and should demonstrate fluency within the confines of their vocabulary knowledge.

*Prerequisites: Teacher recommendation and/or a grade of "A" in Hebrew II.*

**HEBREW IV (UC/CSU Approved)****Grades: 11-12****Credits: 10**

This course emphasizes fluency in all language skills. Israeli newspaper articles, short-stories, and short poems are used to increase reading comprehension, discussion, and written expression.

*Prerequisites: "C" or better in Hebrew III.*

**HEBREW IV HONORS (UC/CSU Approved)****Grades: 11-12****Credits: 10**

An enriched 4<sup>th</sup>-year program placing much greater emphasis on conversation, culture, literature, and writing skills.

*Prerequisites: Teacher recommendation and/or grade of "A" in Hebrew III.*

**SPANISH I (UC/CSU Approved)****Grades: 9-12****Credits: 10**

Introduction to Spanish language and culture. Student develops the ability to speak and pronounce elementary Spanish.

*Prerequisites: none.*

**SPANISH II (UC/CSU Approved)****Grades: 9-12****Credits: 10**

A continuation of skills development: comprehension, speaking, reading, and writing.

*Prerequisites: FLES recommendation or "C" or better in Spanish I.*

**SPANISH II HONORS****Grades: 9-12****Credits: 10**

Same as Spanish II with greater emphasis on speaking. Cultural material is introduced. Students should feel at ease with use of the language. Students have many opportunities to produce original oral and written work. More advanced grammar in preparation for the next level. Students are encouraged to take the National Spanish Exam sponsored by the AATSP.

*Prerequisites: FLES or high school teacher recommendation and/or an "A" in Spanish I.*

**SPANISH III (UC/CSU Approved)****Grades: 10-12****Credits: 10**

A continuation of skill development and a greater emphasis on self-expression, orally and in writing. Oral presentations will be made by students. Students will create conversational situations.

*Prerequisites: "C" or better in Spanish II.*

**SPANISH III HONORS (UC/CSU Approved)****Grades: 10-12****Credits: 10**

Same core curriculum as Spanish III with a greater emphasis on oral and written expression, incorporating all indicative and subjunctive modes of grammar. Greater exploration of the Spanish-speaking world. Students who excel in this course may enroll in Spanish AP the following year, with the teacher's recommendation.

*Prerequisites: Teacher recommendation and/or an "A" in Spanish II or a "B" in Spanish II Honors.*

**SPANISH IV (UC/CSU Approved)****Grades: 11-12****Credits: 10**

Overall review of previous years of grammar, supplemented with short literary readings by Peninsular and Latin-American authors. Expands students' views of the Spanish-speaking world. The audio-visual miniseries "La Catrina" is used in addition to the core curriculum.

*Prerequisites: "C" or better in Spanish III.*

**SPANISH IV HONORS (UC/CSU Approved)****Grades: 11-12****Credits: 10**

Curriculum closely follows that of Spanish IV. Cultural activities primarily based on the series "American Family" or "La Familia Gonzalez". Students are encouraged to take the National Spanish Exam sponsored by the AATSP.

*Prerequisites: Teacher recommendation.*

**SPANISH LANGUAGE AP (UC/CSU Approved)****Grades: 11-12****Credits: 10**

Emphasis on literary works in their original text, advanced discussion on a variety of topics, and perfecting writing skills.

*Prerequisites: Teacher recommendation.*

**MODIFIED SPANISH I (A)****Grades: 10-12****Credits: 10**

A year-long course designed to teach the first semester of Spanish to those students needing more time to complete the material with adequate proficiency and affords them an additional opportunity to meet the district graduation requirements in Foreign Language. Those students who are not seniors will enroll in the second year of Modified Spanish and complete the second semester of Spanish during the course of the following year.

*Prerequisites: Teacher and counselor recommendation.*

**MODIFIED SPANISH I (B)****Grades: 11-12****Credits: 10**

For those students completing the Modified Spanish I (A) program.

*Prerequisites: Successful completion of Modified Spanish I.***ENGLISH LEARNER PROGRAM (EL)****Grades: 9-12****Credits: Variable**

The EL program has two primary objectives: to bring the English learner to English language competency as rapidly as possible, and to provide support in a nurturing environment which recognizes the student's individuality as a person. After assessment of the student's language proficiencies in reading, listening, writing, and oral competency, the student is placed in the appropriate level of EL with the use of the CELDT exam. Students are allowed to progress through the program in an individualized manner and flow into the mainstream of classes as they attain the necessary language proficiencies.

**EL 2:** A course for students who are limited speakers and have beginning skills in reading, listening, speaking, and writing English. (Early Intermediate on the CELDT)

**EL 3:** A course for students who have intermediate language proficiencies in reading, listening, speaking, and writing English. (Intermediate level on the CELDT) *(UC/CSU Approved)*

**EL WORLD HISTORY (UC/CSU Approved)**

This course emphasized the major turning points that shaped the modern world, from the late 18<sup>th</sup> century through the present, including the cause and course of the two world wars.

**EL US HISTORY (UC/CSU Approved)**

This course is designed to survey the basic political, economic, geographic, social, intellectual, and cultural themes in U.S. history. Focusing on the 20<sup>th</sup> Century, EL students will gain an understanding of American ideals, traditions, and institutions.

**READING AND WRITING AMERICAN ENGLISH:**

A transitional course designed to sharpen listening skills, reading, writing and oral proficiencies to prepare the student for mainstream English classes. *(UC/CSU Approved; can only use EL3 or READ-WRT-ENGLISH for eligibility, not both)*

*Prerequisites: State mandated testing for placement on all levels and teacher recommendation (CELDT).*

## MATHEMATICS

**ALGEBRA I (UC/CSU Approved)****Grades: 9-11****Credits: 10**

A course designed for students with strong interest in math and/or science. Topics include number systems, fundamental operations, equations, inequalities, factors, exponents, radicals, polynomials, rational expressions, and graphing.

*Prerequisites: none.*

**GEOMETRY (UC/CSU Approved)****Grades: 10-12****Credits: 10**

A course designed for the college-bound liberal arts student. Stress is placed on application of geometric concepts with some simple proofs. Algebraic skills are reviewed throughout the course. Topics include congruences, similarity, triangles, perpendiculars, parallels, coordinate geometry, circles, areas, volumes, right triangle trigonometry and transformations.

*Prerequisites: "C" in Algebra I.*

**GEOMETRY HONORS (UC/CSU Approved)****Grades: 9-12****Credits: 10**

Designed for students with strong interest in math and/or science. Topics include proofs, congruences, similarity, triangles, perpendiculars, parallels, coordinate geometry, transformations, circles, spheres, areas, and volumes. Algebraic techniques are used extensively and formal proofs of theorems are required.

*Prerequisites: "A" or "B" in Algebra I or teacher recommendation.*

NOTE: Because of the difference between Algebra and Geometry, some teachers may make recommendations that are not consistent with these prerequisite guidelines.

**ALGEBRA II/TRIGONOMETRY (UC/CSU Approved)****Grades: 10-12****Credits: 10**

Designed for the college-bound student. The course content includes a review of elementary algebra and topics from advanced algebra. The emphasis is on application rather than theory.

*Prerequisites: "C" average in Algebra I and Geometry or Geometry Honors.*

**ALGEBRA II/TRIGONOMETRY HONORS (UC/CSU Approved)****Grades: 10-11****Credits: 10**

A course designed for students planning on 4 or 5 years of math in high school. Topics include algebraic proofs, systems of equations, polynomials, rational and irrational expressions, functions, complex numbers, logarithms, analytic geometry, and elementary trigonometry.

*Prerequisites: "B" or better in Geometry Honors; "B" or better in Algebra I with teacher recommendation.*

**FUNCTIONS, STATISTICS & TRIGONOMETRY (UC/CSU Approved)      Grades: 10-12      Credits: 10**

This course is designed to prepare Algebra II students for Math Analysis. Topics include exploring data, functions and models; graphical transformations; power, root, exponential, logarithmic, trigonometric, and circular functions; probabilities and simulations; sequences, series, and combinations; binomial and normal distributions; and matrices.

*Prerequisites: "A" or "B" in Algebra II/Trig. or "C" in Algebra II/Trig. Honors.*

**PROBABILITY/STATISTICS (UC/CSU Approved)      Grades: 10-12      Credits: 10**

This course introduces the student to fundamental concepts of probability and statistics. It proceeds from an experimental, intuitive approach to the systemization and theoretical explanation of probability as it applies to game theory and decision making. Finite topics also include election theory and fair division. This course also reviews algebra concepts, including basic functions and transformations, and emphasizes applying mathematics to real-life problems. Systems of equations and inequalities are solved using matrices.

*Prerequisites: "C" or better in Algebra II/Trig. or "C" in Algebra II/Trig. Honors.*

**PRE-CALCULUS (UC/CSU Approved)      Grades: 11-12      Credits: 10**

A course designed for students with strong interest in math and/or science and a desire to proceed to AP Calculus AB. Topics include analytic trigonometry, sequences, series, math induction, algebraic functions, applications of exponential and logarithmic functions, conics, vectors, matrices, complex numbers, and data analysis.

*Prerequisites: "C" or better in Algebra II/Trig or Algebra II/Trig. Honors.*

**PRE-CALCULUS HONORS (UC/CSU Approved)      Grades: 11-12      Credits: 10**

A course designed for students with a strong interest in math and/or science and a desire to proceed to AP Calculus BC. Topics include all those listed in Math Analysis as well as probability limits, areas under curves, and a first look at derivatives.

*Prerequisites: "A" or "B" in Algebra II/Trig. Honors and teacher recommendation.*

**AP CALCULUS AB (UC/CSU Approved)      Grades: 11-12      Credits: 10**

This course is essentially the first semester college course in Calculus. It prepares students for the AP Calculus exam. Topics include functions and their properties, differentiation and integration and applications of derivatives and integrals.

*Prerequisites: "C" or better in Pre-Calculus.*

**AP CALCULUS BC (UC/CSU Approved)      Grades: 11-12      Credits: 10**

This course is essentially the first year college course in Calculus. It prepares students for the AP Calculus exam. Topics include differentiation and integration, applications of derivative and integral, vectors, infinite series, and elementary differential equations.

*Prerequisites: "B" or better in Pre-Calculus Honors or "A" in Pre-Calculus with teacher recommendation.*

**AP STATISTICS (UC/CSU Approved)      Grades: 11-12      Credits: 10**

This course is essentially a college course in beginning statistics which prepares students for the AP Statistics Exam. Topics include one and two variable statistics; regressions; correlations; sampling technique; inference models, techniques, and tests.

*Prerequisites: "A" in IAT, "A" or "B" in AAT, or "A", "B", or "C" in Pre-Calculus or Calculus.*

## PERFORMING ARTS

**CHOIR TENOR/BASS (UC/CSU Approved)      Grades: 9-12      Credits: 10**

Choir performs throughout the year both on and off campus, combines with Madrigals and Minnesingers for larger works, and serves as pit chorus for the Spring Musical. The class is open to singers with training and to those just beginning to develop their skills. Help is given on improving the signing voice, learning to read music, and performing music in all styles from classical to musical comedy and popular. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: none.*

**CHOIR SOPRANO/ALTO (UC/CSU Approved)      Grades: 9-12      Credits: 10**

Choir performs throughout the year both on and off campus, combines with Madrigals and Minnesingers for larger works, and serves as pit chorus for the Spring Musical. The class is open to singers with training and to those just beginning to develop their skills. Help is given on improving the signing voice, learning to read music, and performing music in all styles from classical to musical comedy and popular. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: none*

**MINNESINGERS (UC/CSU Approved)      Grades: 9-12      Credits: 10**

Specializing in music for soprano and alto voices, Minnesingers is open to experience singers. While they sing music of all styles, they are best known for performing pop, jazz, and doo-wop. The chorus performs off and on campus and takes a trip each year to compete in a music festival. Singers learn vocal and choral techniques and work on sight-reading and musicianship skills. This course meets the UC/CSU Visual Performing Arts (VPA) requirement.

*Prerequisites: Concert Choir is recommended as a prerequisite for Minnesingers. Audition and teacher recommendation is required.*

**MADRIGAL SINGERS (UC/CSU Approved)****Grades: 10-12****Credits: 10**

A select choral group for the experienced singer. Madrigals perform music in all styles-jazz, renaissance, classical, popular, and musical comedy. They participate in over 50 performances in the community each year, and frequently tour the country. Students learn advanced choral techniques, improve their singing voices, and build musicianship skills through a challenging course of rehearsal and performance. This course meets the UC/CSU VPA requirement.

*Prerequisites: Audition and teacher recommendation.*

**BAND (UC/CSU Approved)****Grades: 9-12****Credits: 10**

The Beverly Hills High School Band performs at events throughout the school year. Football games, assemblies, concerts and parades are just some of the places you will find the Band. Students must play a woodwind, brass or percussion instrument and have had a minimum of one year of instruction to qualify for membership in this ensemble. The focus of the class is to help the student continue to develop performance skills and expose the student to various styles of music. This course meets the UC/CSU VPA requirement.

*Prerequisites: A minimum of one year of instruction.*

**SYMPHONIC BAND (UC/CSU Approved)****Grades: 10-12****Credits: 10**

The Symphonic Band is an advanced level ensemble which studies advanced level wind ensemble literature and requires an audition to become a member. The majority of the students in this ensemble have played for at least three years and many are taking lessons outside of school on their instrument. The ensemble performs throughout the community and at special events throughout the year. This course meets the UC/CSU VPA requirement.

*Prerequisites: Audition and permission of instructor.*

**CONCERT ORCHESTRA (UC/CSU Approved)****Grades: 9-12****Credits: 10**

The orchestra is open to all orchestral string players (violin, viola, cello, bass) who have had a minimum of one year of performance experience. This ensemble studies several different styles of music and focuses on the continuing development of performance skills. This group performs several concerts each year. This course meets the UC/CSU VPA requirement.

*Prerequisites: Minimum of one year of instruction.*

**CHAMBER ORCHESTRA (UC/CSU Approved)****Grades: 9-12****Credits: 10**

Advanced level string players may audition to be a member of the Chamber Orchestra. This ensemble studies challenging music by many different composers in a variety of musical styles. The Chamber Orchestra performs several concerts each year both at school and in the community and becomes the "Pit" orchestra for our annual musical production. This course meets the UC/CSU VPA requirement.

*Prerequisites: Audition and recommendation of instructor.*

**PIANO WORKSHOP (UC/CSU Approved)****Grades: 9-12****Credits: 10**

For the beginning piano student. Working in our new Music Lab with digital pianos and computers, you CAN learn to play the piano. Students work on piano skills and musicianship with regular time allowed for practice. This course meets the UC/CSU VPA requirement.

*Prerequisites: none.*

**INTRODUCTION TO THEATRE ARTS (UC/CSU Approved)****Grades: 9-12****Credits: 10**

A survey course designed to introduce students to the many phases of theatre: acting, improvisation, creative dramatics, stage movement, speech, dramatic literature, and technical theatre. The course will be team taught. This course meets the UC/CSU VPA requirement.

*Prerequisites: none.*

**DRAMA LABORATORY (UC/CSU Approved)****Grades: 10-12****Credits: 10**

Recommended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who have successfully completed Introduction to Theatre Arts. The class will offer extensive workshop training in necessary acting skills: movement, voice, improvisation, rehearsal techniques, play structure, and character analysis. This course meets the UC/CSU VPA requirement.

*Prerequisites: Successful completion of Introduction to Theatre Arts or consent of instructor.*

**FILM/CINEMA (UC/CSU Approved)****Grades: 10-12****Credits: 10**

Emphasizes viewing and analyzing films from a literary and historical perspective, as well as the creation of original student works on video. Films are shown to illustrate the evolution of the motion picture as an art form and a means of communication emphasizing film within the context of the humanities. Students also write, cast, shoot, and edit original films for presentation. This course meets the UC/CSU VPA requirement.

*Prerequisites: none.*

**STAGE DESIGN/PRODUCTION (UC/CSU Approved)****Grades: 9-12****Credits: 10**

Produces all stage events in both high school theatres: lighting, stage sets, sound design, costumes, etc. Students will receive training in all areas and learn to operate all theatrical equipment and will be eligible for paid employment on the District's theatre rental staff. It is wise to confer with the instructor before enrolling because of the time commitment required. This course meets the UC/CSU VPA requirement.

*Prerequisites: Teacher recommendation plus staff interview.*

**ADVANCED STAGE DESIGN/PRODUCTION (UC/CSU Approved)****Grades: 11-12****Credits: 10**

Advanced instruction in all aspects of stage and production events in both high school theatres: lighting, stage sets, sound design, costumes, etc. Students will receive advanced training in all areas of theatrical equipment. This course meets the UC/CSU VPA requirement.

**THEATRE ARTS WORKSHOP (UC/CSU Approved)****Grades: 11-12****Credits: 10**

This is advanced drama. Casts for the Fall Play are taken from this class. The class is recommended only for those students who possess extra interest in drama, have adequate time for rehearsal, and are willing to work on all aspects of production. It is mandatory to do crew work as well as perform. This course meets the UC/CSU VPA requirement.

STUDENTS MUST FULFILL HOURS' REQUIREMENTS.

*Prerequisites: Drama Lab or teacher approval plus audition.*

## PHYSICAL EDUCATION

**HIGH SCHOOL COURSE 1****Grade: 9****Credits: 10**

Students will learn to demonstrate knowledge of and competency in motor skills, movement patterns and strategies needed to perform the following state mandated physical activities: aquatics, rhythms/dance, fitness, and individual and dual activities. Students will participate in moderate to vigorous physical activity at least four days each week. Health related fitness activities are an integral part of the PE curriculum. Each class will emphasize cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

*Prerequisites: none.*

**HIGH SCHOOL COURSE 2****Grade: 10****Credits: 10**

Students will learn to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform the following state mandated physical activities: combative, gymnastics/tumbling, fitness, and team activities. Students will participate in moderate to vigorous physical activity at least four days each week. Health related fitness activities are an integral part of the PE curriculum. Each class will emphasize cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

*Prerequisites: none.*

**PHYSICAL EDUCATION ELECTIVES****Grades: 11-12****Credits: 10**

Students will learn to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of the following individual, dual, and team activities; (two activities per semester)- Aerobics, Basketball, Flag Football, Golf, Modern & Jazz dance, Paddle Tennis, Pilates, Soccer, Softball, Swimming, Tennis, Ultimate Frisbee, Volleyball, Weight Training, Yoga. Students will participate in moderate to vigorous physical activity at least four days each week. Health related fitness activities are an integral part of the PE curriculum. Each class will emphasize cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

*Prerequisites: none.*

**CONTRACT****Grades: 10-12**

Students who are working with an off-campus coach in an activity or at a skill-level not offered in the regular program may apply for an independent study learning contract after the 9<sup>th</sup> grade. No more than 10 credits of Contract Physical Education may apply towards the 20 credits required for graduation.

*Prerequisites: Teacher approval.*

**MEDICAL EXEMPTION**

Students who have a major disability that will last for 5 weeks or longer must have the physician complete school forms to apply for exemption from Physical Education. Students are required to make up at a later date the Physical Education credits required for graduation.

*Prerequisites: Teacher approval and an official doctor's note.*

**ATHLETICS****Grades: 9-12****Credits: 5**

### BOYS ATHLETIC PROGRAM

<u>SEASON</u>	<u>SPORT</u>	<u>STARTING DATE</u>	<u>TRYOUT DATE</u>
<u>Fall</u>	Cross Country	August	ALL SPORTS TRYOUTS TAKE PLACE THE 1 <sup>ST</sup> WEEK OF AUGUST SEE WEBSITE.
	Football	August	
	Spirit	August	
	Water Polo	August	
<u>Winter</u>	Basketball	November	
	Soccer	November	
	Wrestling	November	



<u>Spring</u>	Baseball	February
	Golf	February
	Swimming	February
	Tennis	February
	Track & Field	February
	Volleyball	February
	Lacrosse	February

### **GIRLS ATHLETIC PROGRAM**

<u>SEASON</u>	<u>SPORT</u>	<u>STARTING DATE</u>	<u>TRYOUT DATE</u>
<u>Fall</u>	Cross Country	August	ALL SPORTS TRYOUTS TAKE PLACE THE 1 <sup>ST</sup> WEEK OF AUGUST SEE WEBSITE.
	Football	August	
	Golf	August	
	Spirit	August	
	Tennis	August	
	Volleyball	August	
<u>Winter</u>	Basketball	November	
	Soccer	November	
	Water Polo	November	
	Wrestling	November	
<u>Spring</u>	Softball	February	
	Swimming	February	
	Track & Field	February	
	Lacrosse	February	

## **SCIENCE**

### **BIOLOGY (UC/CSU Approved)**

**Grades: 9-12**

**Credits: 10**

This college-preparatory course utilizes a laboratory approach to introduce the student to the main concepts and principles of modern biology. Such topics as biochemistry, cell biology, physiology, reproduction, evolution, heredity and ecology are explored. Emphasis is placed not only on biological theories, but also on the evidence for such theories and the methods by which this evidence is gathered. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisite: none.*

### **BIOLOGY HONORS (UC/CSU Approved)**

**Grade: 9**

**Credits: 10**

This challenging course is designed for ninth grade students who have the recommendation of their middle school science teachers. The intent of this course is to prepare each student for the Advanced Placement Science sequence. The course covers the same material covered in the regular biology course only more in depth and at an accelerated pace. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Algebra 1/2, recommendation of 8th or 7th-grade science teacher.*

*Co-requisites: Geometry 3/4 or Honors English*

### **BIOLOGY AP (UC/CSU Approved)**

**Grades: 10-12**

**Credits: 10**

Major goals of this course are to pursue modern ideas, topics, and lab techniques in the field of biology at the college level. It is designed to prepare students for the Advanced Placement Biology examination. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Biology Honors (B or higher) or Chemistry (A, B or higher) and Biology (A,A) Recommended: Overall GPA 3.5.*

### **CHEMISTRY (UC/CSU Approved)**

**Grades: 10-12**

**Credits: 10**

This laboratory-based, college-preparatory course is designed to present an integrated and relevant approach to basic scientific principles regarding the nature and activity of matter. Areas studied are atomic structure, kinetic theory, the periodic table, the mole concept, chemical bonding, reaction rates, organic chemistry, and biochemistry. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Completion of Biology, Algebra and Geometry; Recommended: Completion of Geometry with a C or higher.*

### **HONORS CHEMISTRY (UC/CSU Approved)**

**Grades: 10-12**

**Credits: 10**

This course is designed to meet college requirements as a lab science. It is for students who have a high ability level and interest in a rigorous exploratory class designed to present an integrated and relevant approach to advanced scientific principles. Some of the areas studied include physics and the quantum mechanical model, Bonding theories, Limiting reagents, and Heterogeneous aqueous systems. Honors Chemistry requires a higher level of both analytical and mathematical work. The coverage of the material in this course will be more in-depth and emphasize more problem-solving skills relative to the College Preparatory Chemistry. Experiments, mathematical calculations and models are used to attain an understanding of the concepts, principles and theories of chemistry. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Completion of Biology and completion of Geometry, with a B or higher.*

**CHEMISTRY AP (UC/CSU Approved)****Grades: 10-12 Credits: 10**

The AP Chemistry course is designed to be the equivalent of the first year college general chemistry course. This course covers and investigates the periodic table, atomic structure, chemical reactions, bonding, conservation of matter and energy, stoichiometry, gases, liquids and solids, acids, bases, solutions, chemical thermodynamics, rates of reactions, equilibrium, electrochemistry, nuclear processes, and introduces organic and biochemistry. Laboratory experiences are stressed to promote students' understanding of chemistry concepts. This course prepares students for taking the Advanced Placement Chemistry examination. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Chemistry (B,A or higher) and Intermediate Algebra/Trigonometry; Recommended: Overall academic GPA: 3.5.*

*Co-requisites: Math Analysis Regular or more advanced mathematics class.*

**ENVIRONMENTAL SCIENCE (UC/CSU Approved)****Grades: 9-12****Credits: 10**

This Environmental Science course discusses the world around us. Students will study the biogeochemical cycles, fossil fuel extraction and use, air and water pollution, global warming, ozone depletion, and many other physical science topics relevant to their lives. This course meets the UC/CSU College Prep Elective requirement.

*Prerequisite: none.*

**ENVIRONMENTAL SCIENCE AP (UC/CSU Approved)****Grades: 10-12****Credits: 10**

Advancement Placement Environmental Science is one of the newest and most diverse courses offered by the College Board. This laboratory science course has elements from a number of disciplines. The main focus covers the physical and life sciences, but there are also aspects from earth science, economics, geography, geology, law, and sociology. Environmental Science covers many current environmental topics such as human population growth, water and air pollution, soil erosion, fossil fuel usage, global warming, and the hole in the ozone layer. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Biology with a B or higher and Chemistry with a B or higher; Recommended: Overall academic GPA: 3.5.*

**HEALTH EDUCATION****Grades: 9-12****Credits: 5**

Health Education is a one semester course required for graduation. Topics discussed are: emotional health, nutrition/fitness, cancer, sex education, environmental health, and tobacco, alcohol, and drug education.

*Prerequisite: none.*

**PHYSICS (UC/CSU Approved)****Grades: 10-12****Credits: 10**

This college-preparatory course covers basic topics in physics: kinematics, optics, wave motion, electromagnetism, and modern physics. This course places on emphasis on problem solving, experimentation, and preparing students for college physics. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Completion of Biology, Algebra and Geometry; Recommended: Completion or concurrent enrollment in Intermediate Algebra/Trigonometry*

**PHYSICS AP (UC/CSU Approved)****Grades: 11-12****Credits: 10**

Calculus-based, in depth study of Newtonian mechanics. This course prepares the student to take the Advanced Placement Physics C: Mechanics Exam. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Biology and Chemistry*

*Co-requisites: Calculus (or completed); Students may not take an out-of-district, co-requisite Calculus course at the same time as AP Physics C.*

**PHYSIOLOGY (UC/CSU Approved)****Grades: 10-12****Credits: 10**

This course develops an understanding of the human body and the basic biochemical concepts underlying life processes. It introduces modern concepts concerning the interdependence of structure and function, biochemical nature of metabolism, and control mechanisms of the body. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Biology.*

**PHYSIOLOGY HONORS (UC/CSU Approved)****Grades: 11-12****Credits: 10**

Students in Honors Physiology study the human body and its systems. This course, however, covers the systems much more extensively than the Regular Physiology course. Honors Physiology is a first-year Physiology course and is not intended to be an extension of the Regular Physiology curriculum. Students who have earned credit for Regular Physiology are not eligible to take this course. Students are expected to dissect laboratory specimens in order to fully participate in this course. This course meets the UC/CSU Laboratory Science requirement.

*Prerequisites: Completion of Biology and either Chemistry or Physics. Recommended: Overall GPA 3.5.*

**MEDICAL SCIENCE ACADEMY**

The Medical Science Academy is a 3-year multi-disciplinary program incorporating college preparatory academics as well as exposure to careers in the Medical, Science and Health care fields. This program begins in the 10<sup>th</sup> grade. The program offers opportunities to job shadow various health care professionals at Cedars-Sinai Medical Center. Students will experience real-life situations within the health care setting. In addition, the program offers internships, field trips and guest speakers from the Medical and Science community.

**WORLD HISTORY/GEOGRAPHY (UC/CSU Approved) Grade: 10 Credits: 10**

This course emphasized the major turning points that shaped the modern world, from the late 18<sup>th</sup> century through the present, including the cause and course of the two world wars. Students will draw upon their earlier study of ancient and medieval history to trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.

*Prerequisites: none.*

**WORLD HISTORY/GEOGRAPHY HONORS (UC/CSU Approved) Grade: 9 Credits: 10**

In addition to the material covered in World History/Geography 1/2 as described above, students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Critical thinking and writing skills will be developed throughout the year to prepare students for European History AP.

*Prerequisites: At least a 3.5 grade point average in the 7<sup>th</sup>-8<sup>th</sup> grade English and Social Studies courses and the recommendation of the student's teacher or counselor.*

**EUROPEAN HISTORY AP (UC/CSU Approved) Grades: 10-12 Credits: 10**

This course is designed for the academically advanced student, as this is a college level course. The principal political, economic, geographic and cultural themes as well as the events, idea, and people that have shaped modern European history are identified from the period 1500 to the 1990's. Students are expected to take the AP examination in the spring.

*Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.*

**UNITED STATES HISTORY (UC/CSU Approved) Grade: 11 Credits: 10**

This course is designed to survey the basic political, economic, geographic, social, intellectual, and cultural themes in U.S. history. Focusing on the 20<sup>th</sup> Century, students will gain an understanding of American ideals, traditions, and institutions.

*Prerequisites: none.*

**UNITED STATES HISTORY AP (UC/CSU Approved) Grade: 11 Credits: 10**

This course is designed for the academically advanced student, as this is a college level course. The basic political, economic, geographic, social, intellectual, and cultural themes in U.S. history from colonization to the present are identified with an emphasis on the various interpretations of important events. Advanced texts and supplemental readings are used to give the student an understanding of these interpretations as well as American ideals, traditions, and institutions. Students take the AP U.S. History examination in the spring.

*Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.*

**AMERICAN GOVERNMENT (UC/CSU Approved) Grade: 12 Credits: 5**

This course is designed to survey the workings of the political process and to familiarize the students with the origins, structure, and operations of American institutions. Students analyze some of the conflicts confronting the nation to enable them to become effective decision makers and responsible citizens.

*Prerequisite: none.*

**AMERICAN GOVERNMENT AP & ECONOMICS HONORS (UC/CSU Approved) Grade: 12 Credits: 10**

This course is designed for academically advanced students. The American Government portion provides a critical perspective on the political process and the origins, structure, and operations of the U.S. Government. The Economics-Honors portion provides a thorough understanding of microeconomics and macroeconomics. Students take the U.S. Government & Politics AP Examination in the spring.

*Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.*

*Note: Meets the Government and Economics graduation requirement.*

**COMPARATIVE GOVERNMENT AP (UC/CSU Approved) Grades: 11-12 Credits: 10**

This course will introduce students to the foundations of US government and politics by placing them in a comparative context with other countries. The course aims to illustrate the theories, concepts, institutions, and processes of US government and politics by investigating the rich diversity of political life around the globe. By showing available institutional alternatives, differences in political processes and policy outcomes can be explained here in the United States and abroad. Other countries studied in the course include the Britain, Russia, China, Mexico, Iran, and Nigeria. Students take the AP Comparative Government Exam in the spring.

*Prerequisites: Department criteria and counselor recommendation plus a passing score on a qualifying exam.*

*Note: DOES NOT meet the Government and Economics graduation requirement.*

**ECONOMICS (UC/CSU Approved) Grade: 12 Credits: 5**

This course provides an introduction to the most basic principles of economics, with a dual emphasis on the application of economic principles for the consumer and producer, as well as the saver, investor, and voter. The course will stress practical solutions to problems and issues students face as consumers and producers. This course meets the UC/CSU College Prep Elective requirement.

*Prerequisite: none.*