

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation
 3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

AGENDA

Board of Trustees' Meeting – Tuesday, August 19, 2014
 5:00pm

1.0 Call to Order/Roll Call

2.0 Approval of Agenda **Action**

3.0 Pledge of Allegiance

4.0 Public Comment

5.0 Closed Session

4.1 Consideration of expelled student# 305700 from El Camino High School
 to attend PVCS (Ed Code 48918)

Action

6.0 Report Out To Public Action Taken In Closed Session

4.1

7.0 Introductions

8.0 Executive Director's Report **Information**

9.0 Treasurer's Report for Period Ending July 31, 2014 **Information**

10.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

10.1 Minutes from Board Meeting of June 17, 2014 **Action**

11.0 Action/Discussion Items

11.1 Organization Meeting **Action**
 Elections
 Day
 Time
 Place

11.2	2014/2015 Crisis Plan Revision	Action
11.3	Office Clerk- Bilingual Job Description This item is a new position	Action
11.4	Internet Complaint Review This item amends the current document	Action
12.0	<u>Curriculum</u>	
12.1	1.1 Computer Roll Out Agreement	Action
12.2	U.S. History A&B Course Outlines	Action
12.3	Topics In Biology A& B Course Outline	Action
12.4	PE 1,2,3,4, Course Outlines	Action
12.5	Civics Course Outline	Action
12.6	Economics Course Outline	Action
12.7	Math 180 Course Outline	Action
13.0	<u>Closed Session</u>	
13.1	Personnel (Gov. Code 54957)	Action
14.0	<u>Report Out To Public Action Taken In Closed Session</u>	
	13.1	
15.0	<u>Board/Staff Discussion</u>	
16.0	<u>Adjournment</u>	

9.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

August 19, 2014

2014/15 TREASURER'S REPORT
FOR PERIOD ENDING July 31, 2014

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

August 19, 2014 Board Meeting

**2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending July 31, 2014**

Revenues			2014/15	2014/15	#	Year-to-Date	Remaining	%
Object	Resource	Description	Adopted	Revised		7/1-7/31/14	Budget	Budget
			Budget	Budget		Transactions	Budget	Remaining
8011	0000	Local Control Funding Formula	1,975,997	1,975,997		99,267	1,876,730	95%
8011	0000	Education Protection Act	482,500	482,500		0	482,500	100%
8096	0000	Transfer to Charter School Revenue Limit	965,565	965,565		62,385	903,180	94%
8550	0000	Mandated Cost Reimbursement	17,485	17,485		0	0	0%
8560	1100	Lottery	59,336	59,336		0	59,336	100%
8560	6300	Restricted Lottery	14,356	14,356		0	14,356	100%
8590	0000	Categorical Block Grant/Other State Funding	1,450	1,450		0	1,450	100%
8590	7405	Common Core Standards	0	0		0	0	0%
8660	0000	Interest	2,000	2,000		0	2,000	100%
8699	0000	All Other Local Revenue	8,000	8,000		0	8,000	100%
8919	0000	Other Authorized Interfund Transfers	0	0		0	0	0%
		Grand Total All Revenues:	3,526,689	3,526,689		161,652	3,347,552	95%
Expenditures								
Object	Certificated Personnel Salaries							
1100		Teacher	1,252,865	1,252,865		114,259	1,138,606	91%
1300		Supervisors and Administrators	217,242	217,242		25,278	191,964	88%
1900		Other Certificated	0	0		0	0	0%
		Total Certificated Personnel Salaries:	1,470,107	1,470,107		139,537	1,330,570	91%

PACIFIC VIEW CHARTER SCHOOL

**Treasurer's Report
August 19, 2014 Board Meeting**

**2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending July 31, 2014**

		2014/15	2014/15	Year-to-Date	Remaining	%
	<u>Description</u>	<u>Adopted</u>	<u>Revised</u>	<u>7/1-7/31/14</u>	<u>Budget</u>	<u>Budget</u>
<u>Object</u>		<u>Budget</u>	<u>Budget</u>	<u>Transactions</u>	<u>Budget</u>	<u>Remaining</u>
	<u>Classified Personnel Salaries</u>					
2100	Instructional Aides	28,515	28,515	3,517	24,998	88%
2300	Supervisors and Administrators	71,810	71,810	17,131	54,679	76%
2400	Clerical, Technical and Office	230,167	230,167	17,882	212,285	92%
2900	Other Classified Salaries	0	0	0	0	0%
	Total Classified Personnel Salaries:	330,492	330,492	38,530	291,962	88%
	Total Employee Benefits:	494,976	494,976	36,401	458,575	93%
	<u>Books and Supplies</u>					
4100	Textbooks	2,300	2,300	166	2,134	93%
4200	Books and Other Reference Materials	0	0	0	0	0%
4300	Materials and Supplies	113,828	113,828	7,372	106,456	94%
4400	Non Capitalized Equipment	0	0	0	0	0%
	Total Books and Supplies:	116,128	116,128	7,538	108,590	94%
	<u>Services and Other Operating Expenditures</u>					
5200	Travel and Conferences	49,583	49,583	0	49,583	100%
5300	Dues and Memberships	7,275	7,275	2,740	4,535	62%
5500	Operations and Housekeeping Services	30,000	30,000	3,921	26,079	87%
5600	Rentals, Leases, Repairs, and Non capitalized	0	0	0	0	0%
5800	Improvements					
	Professional Consulting Services & Operating	968,562	968,562	172,855	795,707	82%
	Expenses					

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

August 19, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01

Statement of Activities for the Period Ending July 31, 2014

			2014/15	2014/15	Year-to-Date		%
		<u>Description</u>	Adopted	Revised	7/1-7/31/14	Remaining	Budget
Object			Budget	Budget	Transactions	Budget	Remaining
		<u>Services & Other Operating Expenses (con't)</u>					
5900		Communications	5,936	5,936	1,045	4,891	82%
		Total Services & Other Operating Expenses:	1,061,356	1,061,356	180,561	880,795	83%
6XXX		<u>Capital Outlay</u>	0	0	0	0	0%
7XXX		<u>Other Outgo and Transfers Out</u>					
		Grand Total All Expenditures:	<u>3,473,059</u>	<u>3,473,059</u>	<u>402,567</u>	<u>3,070,492</u>	<u>88%</u>
		Beginning Fund Balance	2,349,019	2,349,019			
		Increase/Decrease	53,630	53,630			
		Ending Fund Balance	2,402,649	2,402,649			
9711	000	Reserve for Revolving Cash	200	200			
9770	000	Designated for Economic Uncertainties	104,192	104,192			
9780	009	Deferred Maintenance Reserve	50,000	50,000			
9780	008	Erate/100 Laptops/Laptop Cart	14,848	14,848			
9780	007	Facilities Reserve	150,000	150,000			
9780	000	Land/Bldg/Deprec/Comp Absence/Growth	1,861,697	1,861,697			
9780	012	Long Term Debt Reserve (Building)	217,571	217,571			
9780	013	Long Term Debt Reserve (Automobile)	4,141	4,141			

10.1

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

Board of Trustees' Meeting – Tuesday, June 17, 2014

Board Minutes

1.0 Call to Order/Roll Call

President Gleisberg called the meeting to order at 5:10pm. Board Trustee Renfroe was absent.

2.0 Approval of Agenda

Moved by 1st Vice President Walters and seconded by Trustee Miller to approve agenda as presented.

3.0 Pledge of Allegiance

The Pledge of Allegiance was led by President Gleisberg.

4.0 Public Comment

No Public Comment

5.0 Closed Session

The board convened to Closed Session at 5:13pm to address the two expelled students wanting to attend Pacific View Charter School

5.1 Consideration of expelled student #23358 from El Camino to attend Pacific View Charter School (Ed Code 48918)

Moved by President Gleisberg and seconded by Trustee Miller to approve student #23358 to attend Pacific View Charter School.

AYES: Gleisberg, Walters, Miller

NOES: None

ABSTAIN: None

5.2 Consideration of expelled student #49261 From Carlsbad High School to attend Pacific View Charter School (Ed Code 48918)

6.0 Report Out To Public Action Taken In Closes Session

The board reconvened to Open Session at 5:50pm

5.1 Board approval for student #23358 to attend

5.2 _No reportable action taken

7.0 Introductions

Lori Bentley, Business Services; Kathi Cohen, Lead High School Teacher High School; Gayl Johnson, Director of Student Services; Sandy Benson, Business Consultant, Kathy Meck, Lead K-8 Teacher

8.0 Executive Director's Report

- + We are hiring three temporary teachers and possibly more depending on the response to beginning of Track 1
- + We are interviewing for K-8 staff that have resigned.
- + We will be interviewing for one K-8 teacher for the fall.
- + Our 15th Annual Graduation was a huge success.
- + I attended the CCSA Regional Meeting for legislative updates.
- + We had several staff members and their children participate in the Strawberry Festival 5K in Vista.
- + EduTech from SDCOE came up today and there was a professional development for staff on screen castomatic, I movies, Quizlet and other learning tools. It was a fun and exciting day. They will be coming back in the fall for another professional development day. We have some enrollment videos they created for us on our website to assist parents.

9.0 Treasurer's Report Ending May 31, 2014

- + No changes until the end of the year
- + Revenues increased by \$1100.
- + 16% of revenues still expected to come in
- + 21% of expenditures remaining on budget
- + For SB740 we will provide an explanation regarding our large reserve and what the funds are being targeted for

10.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

- 10.1 Minutes from Board Meeting of May 20, 2014
Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the minutes as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

11.0 Action/Discussion Items

- 11.1 Board Trustee Renfroe's Resignation
The Board was informed of the resignation of Trustee Renfroe
- 11.2 Student Policy # 10 Internet Use Policy
Moved by Trustee Miller and seconded by 1st Vice President Walters to amend Student Policy #10 as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

- 11.3** Technology Use Policy# 19
Moved by President Gleisberg and seconded by Trustee Miller to amend Technology Use Policy #19 as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

- 11.4** Charter & MOU
Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the Charter Renewal and MOU as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

- 11.5** SDCOE Uniform Complaint Quarterly Reports
Moved by 1st Vice President and seconded by Trustee Miller to approve the item as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

- 11.6** PVCS Injury & Illness Prevention Program
Moved by President Gleisberg and seconded by Trustee Miller to approve the PVCS Injury and Illness Prevention Program as presented.

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

- 11.7** Annual Growth Report - Star Enterprise Math & Reading
- ✚ This was our second year having Read 180 in place
 - ✚ Teachers are given student's lexile and monitor
 - ✚ One of our challenges is how to bring the student's to benchmark when coming to our program with such low scores
 - ✚ We have implemented extra support and tutoring for struggling students
 - ✚ Overall we are very pleased with the progress students have made
 - ✚ We are purchasing Math 180 to be implemented in the fall for our high school students
 - ✚ This is the first year that we have Star Enterprise data on our K-8 students

- ✚ We have purchased for next year ST Math to support our K-8 students that struggle in Math.
- ✚ Common Core aligned
- ✚ High School students are assessed every seven weeks and K-8 is assessed Fall, Winter and Spring

11.8 2014/2015 Local Control Accountability Plan
 Moved by President Gleisberg and seconded by Trustee Miller to approve the 2014/2015 Local Control Accountability Plan as presented

AYES: Gleisberg, Walters, Miller
 NOES: None
 ABSTAIN: None

11.9 2014/2015 Proposed Adopted Budget
 Moved by 1st Vice President Walters and seconded by President Gleisberg to approve the 2014/2015 Proposed Adopted Budget to reflect the changes of Enrollment from 427 to 460 and ADA from 408.60 to 448.58 on the Financial Summary page 2 of 3.

AYES: Gleisberg, Walters, Miller
 NOES: None
 ABSTAIN: None

12.0 **Closed Session**

The Board convened to Closed Session at 7:10pm to address the Executive Director Evaluation and Personnel

12.1 Personnel (Gov. Code 54957)

Title: Executive Director Evaluation

12.2 Personnel

13.0 **Report Out To Public Action Taken In Closed Session**

12.1 Moved by President Gleisberg and seconded by Trustee Miller to approve a satisfactory evaluation of the Executive Director.

AYES: Gleisberg, Walters, Miller
 NOES: None
 ABSTAIN: None

12.2 Moved by President Gleisberg and seconded by Trustee Miller to approve a 4% bonus for salaried personnel effective July 1, 2014 per schedule attached

Posit	Grp	Rng	Step	Adv	Salary	Bonus Estimated Cost 4%
1800	81	4	10		\$ 73,423.00	2,936.92
1902	19	3	4		\$ 59,146.00	2,365.84
1900	91	4	9		\$ 81,103.00	3,244.12
1904	19	4	6		\$ 67,171.00	2,686.84
1903	19	4	1		\$ 55,210.00	2,208.40
1906	19	3	7		\$ 66,531.00	2,661.24
1907	19	4	3		\$ 59,715.00	2,388.60
1908	19	4	8		\$ 72,652.00	2,906.08
1911	19	4	9		\$ 75,558.00	3,022.32
1901	19	4	1		\$ 55,210.00	2,208.40
1905	19	3	10		\$ 74,839.00	2,993.56
1910	19	4	2		\$ 57,418.00	2,296.72
1700	17	1	6		\$ 98,303.00	3,932.12
1100	10	1	16		\$ 179,368.00	7,174.72
						Bonus
						Estimated
						Cost 4%
2599	25	12	2		\$ 28,515.36	1,140.61
2556	25	23	6		\$ 72,847.00	2,913.88
2510	25	12	1		\$ 27,419.00	1,096.76
2500	25	40	3		\$ 98,885.00	3,955.40
2410	25	15	9		\$ 71,809.50	2,872.38
						<u>55,004.91</u>

AYES: Gleisberg, Walters, Miller
NOES: None
ABSTAIN: None

14.0 **Board/Staff Discussion**
No discussion

15.0 **Adjournment**
President Gleisberg adjourned the meeting at 8:04pm

11.3



PACIFIC VIEW CHARTER SCHOOL

A California Public School

Classified Position

Job Description - Office Clerk – *Bilingual*

Description of Position:

Under general supervision, to perform any of a variety of clerical record keeping, record checking, filing, copying, compiling, keyboarding/typing duties and to perform a variety of supportive tasks to support the learning experiences for students in an instructional and office environment; and to do related work as required.

Essential Duties and responsibilities include, but are not limited to:

- Performs a variety of clerical duties, such as filing, typing, keeping records, and duplicating materials for staff.
- Posts information to forms, accounts, and records into database.
- Sorts and files papers, student records, and a variety of documents; searches files for specified information.
- Track, copy and file pacing guides, assignments, and other student work documents.
- May assist in the development of a variety of instructional materials.
- Operates a variety of office machines.
- Inputs registration information into SIS.
- Keeps track of supplies and order as needed.
- Maintains cumulative records.
- Copy take-home tests as needed.
- Check-in and check-out textbooks to students and teachers.
- Assist in maintaining textbook inventory.
- Maintains alphabetical and numerical records and files.
- Operates a computer, calculator, and other office equipment.
- Performs other duties as assigned.

Training and Experience:

Equivalent to the completion of the twelfth grade; no experience is required; however, character references may be checked; or any combination of training and/or experience that could likely provide the desired knowledge and abilities.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch or crawl, and smell. Specific vision abilities are required for this job. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 20 pounds.

Work Environment:

The employee will work in a deadline driven office environment with constant interruptions.

The noise level in the work environment is usually moderate.

The position requires constant public interaction including one-on-one student/parent communication and staff meetings – both formal and informal.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

Correct English usage, spelling, grammar, and punctuation.

Standard office methods, procedures, and equipment, including receptionist and telephone techniques.

Basic arithmetic, filing, and record keeping practices.

Acceptable student behavior and characteristics

Positive student motivation and front office decorum.

Basic pupil record keeping principles including FERPA and HIPPA .

Ability to:

Perform a variety of clerical work with accuracy and speed.

Learn to operate standard office equipment.

Make basic arithmetical calculations with accuracy and speed.

Post information, check records, file and alphabetize rapidly and accurately.

Understand and carry out oral and written instructions.

Assume responsibility of supervising students.

Maintain cooperative and effective working relationships with children and adults.

Understand and apply laws, regulations and policies.

Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Accurately compute a variety of Mathematical problems.

Understand routine cash accounting procedures.

Reconcile differences within the record keeping system.

Follow oral and written instructions.

Work with minimum supervision.

Establish effective working relationships.

Work under pressure.

Proofread alphabetical and numerical material accurately and make necessary corrections.

Complete routine tasks thoroughly.

Language Requirements: *This position requires oral competency and literacy in Spanish and English and the ability to translate spoken and written English to Spanish and Spanish to English.*

License:

Possession of a valid California Driver's License issued by the Department of Motor Vehicles.

Supervisor: Director of Central Office & Finance

Work Year: 233 Work Days

Board Approved:

11.4

INTERNAL COMPLAINT REVIEW

Open-Door Policy

Pacific View recognizes that Employees will have suggestions for improving the workplace, as well as complaints about the workplace. The most satisfactory solution to a job-related problem or concern is usually reached through a prompt, informal discussion with ~~the Director or Human Resources Representative/Business Manager~~ your immediate supervisor. Please feel free to contact ~~the Director or Human Resources Representative/Business Manager~~ your immediate supervisor with any suggestions and/or complaints.

If you do not feel comfortable contacting ~~the Director~~ your immediate supervisor or are not satisfied with ~~the Director's~~ your immediate supervisor's response, please submit your complaint or suggestion in writing to the ~~Human Resources Representative/Business Manager~~ Executive Director. The ~~Human Resources Representative/Business Manager~~ Executive Director will review your written submission and provide you with a final resolution.

While Pacific View provides you with this opportunity to communicate your views, please understand that not every complaint can be resolved to your satisfaction. Even so, Pacific View believes that open communication is essential to a successful work environment and all Employees should feel free to raise issues of concern without fear of reprisal.

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director to express their work-related concerns, following a concerted effort to resolve concerns with their immediate supervisor. Please note that personnel decisions, including employee discipline, demotions, or assignments, are not subject to review under this policy.

Filing of Complaint

Prior to filing a written complaint, the employee must first attempt to resolve their concern informally through a good faith meeting with the party involved.

If the complaint cannot be resolved informally, employees may file a written complaint with the ~~Director or Human Resources Representative/Business Manager~~ Director of Central Office & Finance as soon as possible after the events that give rise to the employee's work-related concerns. The complaint must be filed with the Director of Central Office & Finance and not

with the Pacific View Charter Board of Directors. The written complaint should set forth in detail the basis for the employee's complaint.

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

Pacific View will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the ~~Director or Human Resources Representative/Business Manager~~ Director of Central Office & Finance shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Director of Central Office & Finance and/or Executive Director ~~or Human Resources Representative/Business Manager~~.

Board Approved: June 15, 2010
Board Approved: July 22, 2010

Amended:

12.1

Pacific View Charter School's One-to-One Laptop Guidelines, Rules and Agreement Form

Each student in grades 6-8 will be issued the same computer (HP Pavilion Touchsmart 10), power adapter and backpack each school year while attending Pacific View. In order to receive their computer, students and parent/guardian must agree to the guidelines and rules provided by Pacific View.

The use of computer devices, network and Internet access is a privilege extended to students at Pacific View Charter School. Our goal in providing student laptops is to promote educational excellence by facilitating resource sharing, innovation and collaboration. These guidelines are provided so that students are aware of the responsibilities required to use this technology. Please read this document carefully and sign below. Materials will not be issued until this document is signed by both parent/guardian and student and returned to Pacific View. Violations of these guidelines and rules may result in revocation of any and all computer privileges.

Acceptable Use: Student use of the laptop, the Internet, and the school network must be in support of education and research within the goals and objectives of Pacific View Charter School.

1. **General Rules** – Students will be responsible for maintaining their individual school laptop and keeping it in good working order. Students will also be required to transport their laptop in the school provided backpack.
 - i. I will only install software that is approved by Pacific View Charter School. I can find this information on the *Acceptable Software Agreement* that I was provided or on the school's website.
 - ii. I will back up files to a removable storage media or cloud storage.
 - iii. I will use an Anti-virus product. (Both AVG and Avast have free versions that do a great job.)
 - iv. I will not let others borrow my laptop or power cord.
 - v. I will always carry the laptop inside the backpack provided by Pacific View, and I understand I am not allowed to carry it in any other container, bag, backpack, etc.
 - vi. I will always close the lid and wait for the system to go into standby mode before moving the laptop. Standby mode will lock the hard drive's read and write heads and prevent physical damage to the drive's platters.
 - vii. If I do not plan on using my device for an extended period of time, I will shut it down completely.
 - viii. I will use my laptop on a stable surface. Sudden movements can damage the hard drive.
 - ix. I will not cover or restrict air flow to the vents on the sides and or bottom. Doing so can cause the device to overheat.
 - x. I will not eat or drink anything while using the laptop.
 - xi. To clean the screen, I will first shutdown the laptop. I will spray a mild glass cleaner on a lint free, soft cloth (microfiber cloths work well) and wipe the screen clean with the cloth. I will not spray the cleaner directly

on the screen. If I am not sure what type of cleaning cloth to use, I will ask a teacher or administrator.

- xii. If I plan to use my laptop at school, I will make sure it is fully charged as I may not have the opportunity to use an electrical outlet while on campus.

2. **Personal Responsibility** – As a member of the school community, students will accept responsibility for proper use of school technology and report any misuse of technology. The use of technology must meet these guidelines:

- i. I will respect the privacy and dignity of students and teachers at all times. I will not use, copy or delete another user's files, folders or passwords. I will only access technology through my account, and will not use the accounts of others without the account owner's permission.
- ii. I will keep my own passwords private and will not share them with friends. I will notify an administrator immediately if I believe my account has been compromised in any way.
- iii. I will use appropriate language and refrain from using profanity or insulting language on any documents, posts, messages, or content stored or created on my laptop.
- iv. I will keep my laptop and case clean and free of marks at all times. Applying stickers, writing, drawing, engraving or otherwise defacing the laptop and/or accessories is not allowed.
- v. I will only use the software that is pre-approved by my school.
- vi. I will not intentionally interfere with the performance of Pacific View's network or intentionally damage any school technology resources.
- vii. I will not create unauthorized wireless networks to access the Pacific View network. This includes establishing wireless access points, wireless routers, and open networks on personal devices.

3. **Internet Safety** – The internet provides opportunities to access new resources, but it also provides unique risks to students. Pacific View provides filtered access to the internet while using the school's Wi-Fi, but it has limited control over content access via the internet and no filtering system is 100% effective. Neither Pacific View nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. My parent and I agree not to hold Pacific View or any Pacific View staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. We also agree to indemnify and hold harmless Pacific View and Pacific View for personnel for any damages or costs incurred, I understand that off campus the internet is not filtered. To ensure safety students must agree to the following guidelines:

- i. I will not give out on the Internet personal information such as phone numbers, name, addresses or age of myself or others.
- ii. I will not correspond or meet with anyone who I only know through the Internet. This includes correspondence such as email, instant messaging, chatting or texting.
- iii. I will only access or download sites appropriate for school classes or activities. I will not use Pacific View technology or equipment for

personal activities or activities that violate school policy or local law.

These include but are not limited to:

1. Playing games or online gaming;
 2. Downloading software, music, movies, or other content in violation of licensing requirements, copyright, or other intellectual property rights;
 3. Downloading, viewing, or sharing inappropriate content, including pornographic, defamatory, or otherwise offensive material;
 4. Conducting any activity that is in violation of school policy, the student code of conduct, or local, state, or federal law;
 5. Participating in political activities;
 6. Conducting for-profit business;
 7. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Pacific View network;
 8. Using any software or proxy to obscure either my IP address or the sites that I visit;
 9. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures; and
 10. Accessing or attempting to access material or systems on the network that I am not authorized to access.
- iv. I will immediately report any technology use that makes me uncomfortable or violates school policy.
- v. I understand that while the Internet is filtered at Pacific View, when using my laptop off campus, the Internet will not be filtered. I will only access appropriate educational Internet content no matter where I am.
- vi. I will not engage in cyber bullying which includes, but is not limited to: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful emails, instant messages, text messages, or website postings.
- vii. If I feel threatened or am being cyber-bullied, I will report this to an administrator immediately.

4. **No Expectation of Privacy** - I understand that the computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Pacific View and provided to me only for educational purposes. Pacific View may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. Pacific View reserves the right to access stored computer records and communications, files, and other data stored on Pacific View equipment or sent over Pacific View networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Pacific View equipment at the end of the year/term or agreed to use period; and review of individual files or monitoring of individual activity when there is reasonable suspicion that the student is engaging in an inappropriate use.

5. **Consequences of Inappropriate Use** – I understand that if I violate this Agreement, I will be subject to discipline which may include loss of access to Pacific View technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
6. **Laptop Damage or Theft** – Computers that malfunction, encounter problems, or are damaged must be reported to the teacher immediately. The school will be responsible for the cost of repairing computers that fail from a result of normal use. Students will be responsible for the cost of repairs to laptops that are willfully damaged such as a cracked screen, broken hinge, or crushed interior.

Laptops that are stolen must be reported immediately to a Pacific View teacher and the police department.

The Executive Director reviews all equipment reported missing or stolen and makes a final determination as to whether the student's conduct was willful. If the student's conduct is concluded to be willful, a replacement fee for the full cost of the equipment will be assessed and collected at Pacific View Charter School before a new laptop will be issued.

7. **Insurance** – In the case of legitimate theft, Pacific View Charter School will file an insurance claim on behalf of the student for the stolen laptop. If possible, Pacific View asks that parents/guardians first present claim to personal home or auto insurance if available. In any and all other cases of damage or loss, insurance will not be provided.

Parents may want to contact their home owner or rental insurance agent to include their student's laptop on their policy.

The best insurance for the laptop is proper care and supervision of the device. Never leave your laptop at school or anywhere other than home.

Pacific View Charter School
One-to-One Laptop Agreement Form

(This form must be signed and returned to the school in order for each student to receive a laptop, power adapter and backpack)

We have read and understood these policies. We understand that monitoring and enforcement of these policies and proper use of Pacific View's property is the students' and parents' responsibility. We agree that Pacific View Charter School shall not be held liable in any way for the actions of those who have been loaned equipment or given access to Pacific View technology.

We understand that by signing below we are assuming financial responsibility for the laptop and will provide proper care for the laptop and power cord until the student has left Pacific View Charter School according to the guidelines outlined in this agreement.

Student Name (Please Print) _____

Student Signature _____ Date _____

Parent Name (Please Print) _____

Parent Signature _____ Date _____

12.2

Pacific View Charter School Course Outline

Course Title: U.S. History A

Course #: 1094

Department: Social Science

Credits: 5

UC Approved: Yes

Course Description:

This course covers the major turning points in American history with an emphasis on the 20th century. The students will review the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. Instruction will be delivered in the form of educational videos, primary documents, and research on the internet.

Student Outcome:

The student will be able to:

- 1) Create historically accurate timelines using digital resources such as Excel or Timetoast.
- 2) Identify authors' purpose and bias, utilize context and background knowledge, and account for disparities among various viewpoints of historical events.
- 3) Use information from instructional materials and research to develop PowerPoint presentations, which accurately tell the story of each historical time period.
- 4) Write evidence-based essays focusing on essential questions that are pertinent to the theme of the unit.
- 5) Utilize thinking maps, close reading, and geographical maps to demonstrate understanding of why and how an event is relevant to society today.
- 6) Analyze current events in the context of historical events to explain cause and effect.
- 10) Create a multimedia final project that traces one issue throughout the time frame studied as it adapts and affects other events and present it to your teacher.

Assessment:

Student outcomes will be based on their essays, timelines, projects, and their PowerPoint presentations.

Instructional Materials:

Instructional videos from Unitedstreaming, History Channel, primary documents from internet resources. The History of the United States Prentice Hall, 1996 (as a reference)

Board Approval Date:

Pacific View Charter School Course Outline

Course Title: U.S. History B
Department: Social Science

Credits: 5

Course #: 1096
UC Approved: Yes

Course Description:

This course is the second half of United States History and covers the period from World War II to the present time. Students will learn about the impact of the Cold War, the Vietnam War, and the Civil Rights movement. Students will understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection. Instruction will be delivered in the form of educational videos, primary documents, and research on the internet.

Student Outcome:

The student will be able to:

- 1) Create historically accurate timelines using digital resources such as Excel or Timetoast.
- 2) Identify authors' purpose and bias, utilize context and background knowledge, and account for disparities among various viewpoints of historical events.
- 3) Use information from instructional materials and research to develop PowerPoint presentations, which accurately tell the story of each historical time period.
- 4) Write evidence based essays focusing on essential questions that are pertinent to the theme of the unit.
- 5) Utilize thinking maps, close reading, and geographical maps to show understanding of why and how an event is relevant to society today.
- 6) Analyze current events in the context of historical events to explain cause and effect.
- 7) Create a multimedia final project that traces one issue throughout the time frame studied as it adapts and affects other events and present to teacher.

Assessment:

Student outcomes will be based on their essays, timelines, projects, and their PowerPoint presentations.

Instructional Materials:

Instructional videos from Unitedstreaming, History Channel, primary documents from internet resources. The History of the United States Prentice Hall, 1996 (as a reference)

Board Approval Date:

12.3

Pacific View Charter School Course Outline

Course Title: Topics in Biology A
Department: Science
Prerequisite: Biology A & B

Course #: 1118
Credits: 5

Objective

Topics in Biology A provides students with an environmental outlook related to human health and biodiversity. Students will investigate genetic engineering and the effects on the environment, biodiversity, and human impact on ecosystems. Using data analysis, demonstrations, and audio/visual media, the student will investigate changes in biodiversity, examine human use of different ecosystems, and make informed decisions regarding human health, biodiversity, and genetic engineering.

Student Outcomes:

Students will be able to:

1. Utilize case studies to formulate informed opinions as conscious citizens regarding genetic engineering impact on the environment and human health, the importance of biodiversity and human survival, and human impact on specific ecosystems.
2. Analyze the implications of genetic engineering by exploring how it can influence human health and natural systems.
3. Describe biodiversity importance regarding human survival.
4. Evaluate human-related changes made to California grasslands.
5. Acquire and use scientific vocabulary critical to the understanding of complex global environmental issues including genes, biofuel, diversity, microdiesel, vaccine, pharmaceutical, pharm crop, carbon footprint, clear-cutting, conservation easement, ecological succession, invasive species, and ecosystem management.
6. Gather, comprehend, evaluate, synthesize, and report on information and ideas related to the interaction of humans and their environment.
7. Use scientific research to construct effective arguments for and against proposed environmental regulation.
8. Conduct original research in life science topics such as ecosystem management, influence of human activities on biodiversity, and genetic engineering.
9. Complete a digital presentation utilizing multimedia formats such as screencasts, podcasts, vodcasts, annotated maps, and google sites incorporating information gathered from the course and independently researched sources.

Assessment: Assessments of student outcomes will be based on homework, exams, essays, and projects. Evaluation/Grading: Total Points: _____/840

Instructional Materials: Education and the Environment Series from the California Environmental Protection Agency. Available as a downloaded google document on <https://sites.google.com/a/pacificview.org/topics-in-bio-b/>

Pacific View Charter School Course Outline

Course Title: Topics in Biology B
Department: Science
Prerequisite: Biology A & B

Course #: 1119
Credits: 5

Objective

Topics in Biology B provides students with an understanding of how human activity impacts the survival, biodiversity, and environment of species. Students will investigate how species are distributed, selective pressures of evolution, and factors of species survival. Using data analysis, demonstrations, and audio/visual media, the student will investigate differential survival of organisms, examine the earth's rich biodiversity, and the isolation of species.

Student Outcomes:

Students will be able to:

1. Analyze the implications of human activity on a species by exploring how selective pressures drive evolution, where and why species are distributed, patterns of change over time, natural factor of survival.
2. Describe which biomes are affect by human practices.
3. Discuss the gene pool of a species in an ecosystem. Evaluate human-related changes made to California grasslands.
4. Acquire and use scientific vocabulary critical to the understanding of complex global environmental issues including resources extraction, topography, reproductive isolating mechanism, speciation, endemic species, gene pool, allopatric speciation, dispersal, gene flow, habitat fragmentation, nonnative species, and morphology.
5. Gather, comprehend, evaluate, synthesize, and report on information and ideas related to the interaction of humans and their environment.
6. Use scientific research to construct effective arguments for and against proposed environmental regulation.
7. Conduct original research in life science topics such as gene flow, influence of human activities on species survival, and invasive species.
8. Complete a digital presentation utilizing multimedia formats such as screencasts, podcasts, vodcasts, annotated maps, and google sites incorporating information gathered from the course and independently researched sources.

Assessment: Assessments of student outcomes will be based on homework, exams, essays, and projects. Evaluation/Grading: Total Points: _____/766

Instructional Materials: Education and the Environment Series from the California Environmental Protection Agency. Available a as downloaded google document on <https://sites.google.com/a/pacificview.org/topics-in-bio-b/>

12.4

Pacific View Charter School
Course Outline

Course Title: Physical Education Course 1
Course #: 1080

Department: Physical Education
Credits: 5

Course Description: This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Student Outcome:

The student will be able to:

- 1) Participate in physical activity with supervision.
- 2) Demonstrate an effort to enhance physical skills.
- 3) Improve personal responsible behavior.
- 4) Exhibit respect for others.
- 5) Research areas of fitness.
- 6) Develop a basic awareness of overall health and total wellness.
- 7) Students will understand how physical fitness goals and plans can improve overall mental, emotional and physical health.
- 8) Students will understand how physical fitness products and programs can improve overall mental, emotional, and physical health.
- 9) Students will be aware of all the available fitness resources within their community.
- 10) Students will know the rules, offensive and defensive strategies of various athletic sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and participation and the state required ninth grade Physical Education fitness test.

Classroom Component:

Students are required to attend a PE workshop twice per week for 2 hours each class. The workshop will be divided into classroom lessons and activities and outdoor physical activities.

Instructional Materials:

Pacing Guide

Board Approval Date:

Pacific View Charter School
Course Outline

Course Title: Physical Education Course 2
Course #: 1081

Department: Physical Education
Credits: 5

Course Description:

This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Student Outcome:

The student will be able to:

- 1) Participate in physical activity with supervision.
- 2) Demonstrate an effort to enhance physical skills.
- 3) Improve personal responsible behavior.
- 4) Exhibit respect for others.
- 5) Research areas of fitness.
- 6) Develop a basic awareness of overall health and total wellness.
- 7) Students will understand how physical fitness goals and plans can improve overall mental, emotional and physical health.
- 8) Students will understand how physical fitness products and programs can improve overall mental, emotional, and physical health.
- 9) Students will be aware of all the available fitness resources within their community.
- 10) Students will know the rules, offensive and defensive strategies of various athletic sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and classroom participation in all activities.

Classroom Component:

Students are required to attend a PE workshop twice per week for two hours each class. The workshop will be divided into classroom lessons and activities and outdoor physical activities.

Instructional Materials:

Pacing Guide

Board Approval Date:

Pacific View Charter School
Course Outline

Course Title: Physical Education Course 3
Course #: 1082

Department: Physical Education
Credits: 5

Course Description: This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Student Outcome:

The student will be able to:

The student will be able to:

- 1) Participate in physical activity with supervision.
- 2) Demonstrate an effort to enhance physical skills.
- 3) Improve personal responsible behavior.
- 4) Exhibit respect for others.
- 5) Research areas of fitness.
- 6) Develop a basic awareness of overall health and total wellness.
- 7) Students will understand how physical fitness goals and plans can improve overall mental, emotional and physical health.
- 8) Students will understand how physical fitness products and programs can improve overall mental, emotional, and physical health.
- 9) Students will be aware of all the available fitness resources within their community.
- 10) Students will know the rules, offensive and defensive strategies of various athletic sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and participation in classroom activities.

Classroom Component:

Students are required to attend a PE workshop twice per week for two hours each class. The workshop will be divided into classroom lessons and activities and outdoor physical activities.

Instructional Materials:

Pacing Guide

Board Approval Date:

Pacific View Charter School
Course Outline

Course Title: Physical Education Course 4
Course #: 1083

Department: Physical Education
Credits: 5

Course Description:

This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Student Outcome:

The student will be able to:

- 1) Participate in physical activity with supervision.
- 2) Demonstrate an effort to enhance physical skills.
- 3) Improve personal responsible behavior.
- 4) Exhibit respect for others.
- 5) Research areas of fitness.
- 6) Develop a basic awareness of overall health and total wellness.
- 7) Students will understand how physical fitness goals and plans can improve overall mental, emotional and physical health.
- 8) Students will understand how physical fitness products and programs can improve overall mental, emotional, and physical health.
- 9) Students will be aware of all the available fitness resources within their community.
- 10) Students will know the rules, offensive and defensive strategies of various athletic sports.

Assessment:

Assessment of student outcomes will be based on student performance through physical activity progress reports, class assignments and participation in the classroom on all activities.

Classroom Component:

Students are required to attend a PE workshop twice per week for two hours each class. The workshop will be divided into classroom lessons and activities and outdoor physical activities.

Instructional Materials:

Pacing Guide

Board Approval Date:

12.5

Pacific View Charter School Course Outline

Course Title: Civics

Course #: 1034

Department: Social Science

Credits: 5

Pre-requisite: U.S. History A/B

Course Description:

Students will deepen their understanding of the institutions of American Government through an online interactive textbook. The interactive textbook includes interactive polls to debate current issues, an interactive constitution, categorized maps and timelines, content related videos, note taking tips, writing assignments and a link to current events. The course should prepare students to vote, to reflect on the responsibility of citizenship, to understand the many facets of American government and to participate in the community. This course follows the California History-Social Science Framework and Model Curriculum Standards

Student Outcomes:

The student will be able to:

- 1) Examine the meaning of citizenship.
- 2) Demonstrate an understanding of the Constitution and Bill of Rights.
- 3) Examine the Judicial, Legislative and Executive branches.
- 4) Analyze Federalism: the division of power between the federal, state, and local levels of government.
- 5) Study the basics of our economic system.
- 6) Explore our criminal and civil justice system.
- 7) Discuss contemporary issues in the world today.
- 8) Examine political parties, voting, and elections.
- 9) Understand American foreign policy and compare our nation among many.

Assessment:

Assessment of student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate ideas.

Classroom Component:

Students are required to attend a Civics Workshop class twice per week for 90 minutes each class. In the class, students have the chance to talk about government issues with the teacher and with their peers. In addition, they work together in small groups under the teacher's guidance to prepare for and participate in class discussion, Socratic seminars, debates of important civic issues and a final research paper.

Instructional Materials:

Macgruder's American Government Interactive Textbook, Prentice Hall, 2006

Board Approval Date: 3/18/08

Classroom Activities

1. Debates – Students will be divided into teams and then given opposite sides of an important economic issue. As a group, they will prepare for a debate that will take place in the classroom. The purpose of this assignment is to get the students to collaborate and work toward a common goal. Debate topics will correspond to the units that are being studied that week. These topics are:

- Unit 1: The 2nd Amendment – Gun Control vs. The Right to Bear Arms
- Unit 2: Pros and Cons of Electronic Voting
- Unit 3: Executive Powers – Need for Confidentiality vs. Need for Open Government
- Unit 4: Taxes – Increase or Cut
- Unit 5: Equality in Sports – Renew Title IX vs. Equal Access for All Athletes
- Unit 6: Minimum Wage
- Unit 7: Funding Education – State vs. Local Responsibilities

Resources:

Debate Guidelines <https://www.nwabr.org/sites/default/files/Debate.pdf>

Resources for Classroom Debates:

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

2. Writing Assignments – Students will write up their arguments for the debates prior to the debate and then complete a written reflection after the debate. This writing sample will focus on how well each person presented his/her argument and how this influenced the student's opinion.

3. Current Events – Class Discussions – Students will bring in current events relating to government issues and discuss in small groups or pairs, then share out with the rest of the class.

Resources:

Civics Ideas for Teachers <https://www.icivics.org/about/friends>

Teaching Civics <http://teachingcivics.org/>

Student News <http://www.studentnewsdaily.com>

Teacher Ideas for Teaching Current Events

http://www.educationworld.com/a_lesson/lesson/lesson072.shtml

Political Typology Quiz <http://www.people-press.org/quiz/political-typology/>

Civics in the News <http://www.pbs.org/newshour/spc/thenews/foreducators/index.php>

4. Socratic Seminars – As an alternative to debates, teachers may opt to conduct a Socratic Seminar with students on a particular topic related to economics.

Resources:

Teaching Socratic Seminars <https://www.nwabr.org/sites/default/files/SocSem.pdf>

Videos Modeling Socratic Seminars <https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom>

First Amendment Civics Socratic Seminar Lesson Plan <http://www.courts.ca.gov/17343.htm>

5. Research Paper – Students will write a research paper on an issue of interest to them. Students will decide on a topic during the first week and then submit and outline, rough drafts and

bibliography. Possible topics may include: Free Speech, Health Care Reform, Immigration, Educational Funding, etc.

Classroom time may be spent focusing on the final research paper for the class. Mini lessons can be conducted on:

- Appropriate Research Methods

- MLA/APA Formatting

- Topic Selections

- Research Paper Construction

Teachers may choose to spend time conferencing one-on-one with students as their research progresses.

Resources:

Civics Research Topics <http://www.civicyouth.org/ResearchTopics/research-topics/>

Lesson Ideas from other Teachers <http://www.mrsoshouse.com/puzpro/100d.html>

12.6

Pacific View Charter School Course Outline

Course Title: Economics

Course #: 1790

Department: Social Science

Credits: 5

Pre-requisite: U.S. History A/B

Course Description:

Students will deepen their understanding of the economic problems and institutions of the nation and the world. The Interactive textbook includes charts, graphs, timelines, content related videos, note-taking tips, writing assignments and a link to current events. The course will help the students learn to make reasoned decisions on economic issues as future citizens, workers, consumers, and business people. This course follows the California History-Social Science Framework and Model Curriculum Standards.

Student Outcomes:

The student will be able to:

1. Understand the fundamental concepts, terms, problems, and basic choices of economics.
2. Understand the three basic economic systems: traditional, market, and command.
3. Examine Microeconomics, the operation of markets, supply and demand, labor market, the role of government, forms of business organization and advertising.
4. Study Macroeconomics, the functioning of our economy as a whole: GDP, CPI, monetary policy, federal budget and deficit.
5. Know the characteristics of international trade, the balance of trade, and the role of tariffs and quotas.
6. Know consumers' basic rights and responsibilities.
7. Explore new theories on economics and the business model.

Assessment:

Assessment of student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate.

Classroom Component:

Students are required to attend an Economics Workshop class twice per week for 90 minutes each class. In the class, students have the chance to talk about economic issues with the teacher and with their peers. In addition, they work together in small groups under the teacher's guidance to prepare for and participate in class discussion, Socratic seminars, debates of important economic issues and a final research paper.

Instructional Materials:

Economics Principles in Action, Prentice Hall, 2007 Economics Principles in Action Interactive Textbook, Prentice Hall, 2007

Board Approval Date: 3/18/08

Classroom Activities

1. Debates – Students will be divided into teams and then given opposite sides of an important economic issue. As a group, they will prepare for a debate that will take place in the classroom. The purpose of this assignment is to get the students to collaborate and work toward a common goal. Debate topics will correspond to the units that are being studied that week. These topics are:

- Unit 1: Health Care Costs
- Unit 2: Oil and Energy Dependence
- Unit 3: Minimum Wage
- Unit 4: Regulating Financial Markets
- Unit 5: Easy Credit
- Unit 6: Internet Taxation
- Unit 7: Tariffs and Trade

Resources:

Debate Guidelines <https://www.nwabr.org/sites/default/files/Debate.pdf>

Resources for Classroom Debates:

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

2. Writing Assignments – Students will write up their arguments for the debates prior to the debate and then complete a written reflection after the debate. This writing sample will focus on how well each person presented his/her argument and how this influenced the student's opinion.

3. Current Events – Class Discussions – Students will bring in current events relating to economic issues and discuss in small groups or pairs, then share out with the rest of the class.

Resources:

The Economist <http://www.economist.com>

Student News <http://www.studentnewsdaily.com>

Teacher Ideas for Teaching Current Events

http://www.educationworld.com/a_lesson/lesson/lesson072.shtml

4. Socratic Seminars – As an alternative to debates, teachers may opt to conduct a Socratic Seminar with students on a particular topic related to economics.

Resources:

Teaching Socratic Seminars <https://www.nwabr.org/sites/default/files/SocSem.pdf>

Videos Modeling Socratic Seminars <https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom>

Research Paper – Classroom time may be spent focusing on the final research paper for the class.

Mini lessons can be conducted on:

Appropriate Research Methods

MLA/APA Formatting

Topic Selections

Research Paper Construction

Teachers may choose to spend time conferencing one-on-one with students as their research progresses.

12.7

Pacific View Charter School Course Outline

Course Title: Math 180 A

Department: Electives

Credits: 5

Course #: 1116

Pre-requisite: None

Course Description: Math 180 is a comprehensive system for raising math achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Math 180 prepares students for Algebra readiness by providing time to deeply develop the conceptual understandings from which the standards for algebra extend and apply. Math 180 helps students build independence in the following domains: Develop strong mathematical habits from the start, model the standards for mathematical practice, build analytical thinking skills, promote precision and perseverance.

Student Outcome:

The student will be able to:

- 1) Understand what is being asked in a problem and consider multiple strategies and tools to analyze and solve it.
- 2) Symbolically represent quantities and their relationships using the underlying meaning.
- 3) Apply the mathematics they know to solve problems using tools such as diagrams, tables, graphs, and formulas to represent and analyze relationships and draw conclusions.
- 4) Use precise communication, correct terminology and are careful about expressing numerical answers with a degree of precision appropriate for the problem.
- 5) Consider available tools, including technology and use them strategically to solve mathematical problems.
- 6) Look for and make use of pattern and structure in learning mathematics and solving problems.
- 7) Notice repetitions in calculations and look for general methods and for shortcuts.

Assessment: The Scholastic Math Inventory determines performance level and places students in the appropriate level in the program. Ongoing diagnostic and formative assessments assess student performance through mSpace assessments focusing on daily practice, exit tickets and success on performance tasks. mSkills assessments are administered at the end of each unit to monitor student understanding of the unit's objectives. The Scholastic Math Inventory is administered at the end of each course to track overall progress toward algebra and college and career readiness.

Instructional Materials: Math 180 Mathematics Intervention books and technology

Board Approval:

Amended:

Pacific View Charter School Course Outline

Course Title: Math 180 B

Department: Electives

Credits: 5

Course #: 1117

Pre-requisite: None

Course Description: Math 180 is a comprehensive system for raising math achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Math 180 prepares students for Algebra readiness by providing time to deeply develop the conceptual understandings from which the standards for algebra extend and apply. Math 180 helps students build independence in the following domains: Develop strong mathematical habits from the start, model the standards for mathematical practice, build analytical thinking skills, promote precision and perseverance.

Student Outcome:

The student will be able to:

- 1) Understand what is being asked in a problem and consider multiple strategies and tools to analyze and solve it.
- 2) Symbolically represent quantities and their relationships using the underlying meaning.
- 3) Apply the mathematics they know to solve problems using tools such as diagrams, tables, graphs, and formulas to represent and analyze relationships and draw conclusions.
- 4) Use precise communication, correct terminology and are careful about expressing numerical answers with a degree of precision appropriate for the problem.
- 5) Consider available tools, including technology and use them strategically to solve mathematical problems.
- 6) Look for and make use of pattern and structure in learning mathematics and solving problems.
- 7) Notice repetitions in calculations and look for general methods and for shortcuts.

Assessment: The Scholastic Math Inventory determines performance level and places students in the appropriate level in the program. Ongoing diagnostic and formative assessments assess student performance through mSpace assessments focusing on daily practice, exit tickets and success on performance tasks. mSkills assessments are administered at the end of each unit to monitor student understanding of the unit's objectives. The Scholastic Math Inventory is administered at the end of each course to track overall progress toward algebra and college and career readiness.

Instructional Materials: Math 180 Mathematics Intervention books and technology

Board Approval:

Amended: