

Principal's Letter

Dear Horizon students:

We are again very pleased to provide you with the Horizon High School student handbook. You will find the 2008-2009 edition reflects the most current information regarding attendance, discipline, academic honesty, study skills strategies, and general school and district procedures. As you glance through its pages, please keep in mind that being an informed student will require you to carefully read and become familiar with the handbook contents. Pay particular attention to the student services, attendance, study skills and athletic sections, as they contain valuable information.

We hope you take full advantage of the handbook's special features that provide you the opportunity to enter assignments, record short and long term projects due dates, and other important events. We know utilizing the handbook in this manner will allow you the ability to be much more organized and a better time manager.

In keeping with the spirit of Horizon High School's mission statement: to provide each of you with the building blocks for the 21st Century, Academic Excellence, Belief in Self and Others, as well as Community Responsibility in an ever changing society, we proudly issue you this student handbook.

If you have any questions or need assistance you can contact the administration, counseling, teaching and support staff at Horizon High School at any time. We will be happy to provide you with the necessary information or assistance you desire.

Have an outstanding and successful year.

Sincerely,

Horizon High School Administration

Safety, Support and Care - HHS is always there!

2008 - 2009 CALENDAR

FALL SEMESTER, 2008

August	11	Classes begin
	26	K-12 Early Dismissal
September	1	Labor Day Recess
	8	Open House
	16	K-12 Early Dismissal
October	30	K-12 Recess
	8	1st Quarter Closes
	9-10	K-12 Recess
	20	Parent/Teacher Conferences
	21	K-12 Early Dismissal
	28	AIMS Writing Test*
	29	AIMS Reading Test*
November	30	AIMS Math Test*
	11	Veterans Day Fall Recess
	26	Early Dismissal HHS only
December	27-28	Thanksgiving Recess
	17-18	Exams/Early Dismissal
	19	9-12 Recess
		Semester Ends

SPRING SEMESTER, 2009

January	5	Classes resume
	13	K-12 Early Dismissal
	19	MLK/Civil Rights Day Recess
February	9	Parent/Teacher Conferences
	10	K-12 Early Dismissal
	13	Early Dismissal HHS only
	16	Presidents' Day Recess
	24	AIMS Writing Test*
March	25	AIMS Reading Test*
	13	3rd Quarter Closes
	16-20	Spring Break
April	1	AIMS Math Test*
	2	AIMS Science Test*
	10-13	Spring Recess
May	28	K-12 Early Dismissal
	25	Memorial Day Recess
	26-27	Exams/Early Dismissal
	27	HHS Commencement

* Testing dates are subject to change

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Athletics is an important part of the total program of Horizon High School. It is a thread that weaves itself into all segments of the community. To be successful in sports takes cooperation, desire, ability, training, character and a lot of hard work and commitment.

Learning to win is easy, but winning with dignity and humility is just as important as learning to lose without losing your dignity and self-respect. Remember that there are no losers when you compete to the best of your ability.

The Horizon High School Athletic Department is built on cooperation. This is a basic requirement if we are going to go forward as a school.

Horizon is a member of the 5A Conference and competes in the Pima Region. Here are the requirements to participate in a sport:

1. All participants need to meet AIA standards of eligibility.
2. All participants need to have an AIA physical on file with the Athletic Director's office. This physical must be done after March 1st this year to be used for next year and also must be signed by a medical doctor. The physical forms are located in the Front Office of the school and in the Athletic Director's office.
3. All participants must have passed all classes from the previous quarter, or made up the same number of failed classes in summer school. (Summer school classes do not have to be the same as those failed.)
4. All participants must pay a participation fee.
5. One of the participant's parents and each athlete must have seen the Informed Consent video before tryouts begin and have signed the release forms.
6. The video needs to be seen once in the students' four years but **new paperwork must be turned in every year**. At that time, they are given information concerning safety in athletics and the District's random drug testing procedures.
7. Present proof of activity insurance or insurance waiver (recommended but not required).
8. A copy of your birth certificate must be turned in every year.

NOTE: District requirements and dates are subject to change. If you have any questions, please call John Pierce, Athletic Director, at 602-449-6053 or email jpierce@pvschools.net

At Horizon we encourage you to participate in as many activities as you would like. To help you make your decision about athletics, the following will provide general information as well as inform you of what sports are offered, when that session takes place and who the head coach is.

FALL SPORTS**Girls Badminton**

Coach: Jen Miller
Open to grades 9 through 12
J.V. and Varsity teams
Cuts may be made
Practice begins with a meeting on Monday,
August 11, 2008 in the gym at 5 p.m.

Boys and Girls Cross Country

Boy's Coach: Mike Gleason
Girl's Coach: Mike Gleason
Open to grades 9 through 12
J.V. and Varsity teams
No cuts will be made
Practice begins on Monday,
August 11, 2008
Meet in the Gym Classroom at 5p.m.

Football

Coach: Steve Casey
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
Cuts may be made
Freshman, J.V. and Varsity practice
begins on Monday, August 11, 2008
Meet in the gym at 5:00 p.m.

Girls Volleyball

Coach: Valorie McKenzie
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
Cuts will be made
Mandatory meeting on
Monday, August 11, 2008
Meet in the gym at 2:30 p.m.

Boys and Girls Golf

Boys Coach: Larry Boyles
Girls Coach: Josiah McDaniel
Open to grades 9 through 12
Cuts will be made
First meeting on Monday, August 11, 2008
5pm in the Media Center
Girls & Boys individual tryout schedule
determined by coaches after the
August 11th meeting

Boys and Girls Swimming and Diving

Coach: Maryanne Kever
Open to grades 9 through 12
Cuts possibly will be made
Practice and home site is
Roadrunner Pool (34th and Cactus)
Diving site is PV Park (40th St. North of Bell)
First meeting on Monday, August 11, 2008
at 4:00 p.m. in the Media Center

WINTER SPORTS**Boys Basketball**

Coach: Paul Long
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
Cuts will be made
Practice begins on November 3, 2008

Girls Basketball

Coach: Josiah McDaniel
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
Cuts will be made
Practice begins on November 3, 2008

Soccer

Boys Coach: Rafael Saragosa
Girls Coach: Chris Sydney
Open to grades 9 through 12
J.V. and Varsity teams
Practice begins on November 3, 2008

Wrestling

Coach: Ben Wick
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
No cuts will be made
Practice begins on November 3, 2008

SPRING SPORTS**Boys Baseball**

Coach: Eric Kibler
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
Cuts will be made
Practice begins on February 9, 2009

Softball

Coach: Blaize Gatti
Open to grades 9 through 12
Freshman, J.V., and Varsity teams
Cuts will be made
Practice begins on February 9, 2009

Boys and Girls Tennis

Boys Coach: John Waltz
Girls Coach: Bill Dillon
Open to grades 9 through 12
J.V. and Varsity teams
Cuts will be made
Practice begins on February 2, 2009

Track

Boys Coach: Mike Gleason
Girls Coach: Kim Gilligan
Open to grades 9 through 12
J.V. and Varsity teams
No cuts will be made
Practice begins on February 9, 2009

Athletic Eligibility

Every nine weeks district personnel will check the progress of students to determine their eligibility status. If a student is declared ineligible, the student will remain ineligible until a check is made at the end of the fifteenth day and it is determined that the student meets established eligibility requirements. A subsequent check will be made at the end of thirty days for students who remained ineligible and students who had regained eligibility at the fifteenth day.

There is a direct relationship between success in the classroom and good attendance at Horizon High School. **You are required to attend every class while on campus.** You are responsible for knowing and following all attendance procedures outlined in this handbook. Show Horizon Pride. Make school your number one priority! **Every day counts!**

Attendance—Most Common Problems

1. Failure to check out through the Attendance Office when you are departing early.
2. Failure to check-in with the Health Center when you are feeling ill. Only the nurse can determine if you are too ill to remain on campus.
3. Attempting to take care of too many non-appropriate activities during the passing bell.

Attendance Definitions

Knowing these definitions will help you better understand the attendance rules at Horizon.

A. Student Permission to Leave

Once you arrive on campus you are not permitted to leave without first checking out through the Attendance Office.

B. Absence

A student not in their assigned classroom during the assigned period or after the collection of the attendance sheets by the attendance personnel.

C. Excused Absences

Those in which parents or guardians call the Attendance Office at (602) 449-6001 from 7:00 a.m. to 3:00 p.m. on the same day the absence occurs. Handwritten notes, faxes, or e-mails will not be accepted. **This does not include leaving school for any type of appointment during regular school hours.**

D. Religious Absences

Absences for attendance at religious services. These are a special type of excused absence in which the parent/guardian may arrange for the absence in writing prior to the planned absence. (Religious absences are the **only** absences which will be excused based on a written note.) A phone call will be required if no prior written permission is obtained.

E. Truancies

1. Any absence not reported to school by phone by 3:00 p.m. on the day of the absence.
2. Any absence without the prior knowledge and consent of the parent/guardian is a truancy and is subject to disciplinary action.
3. Any absence in which a student fails to check out through the Attendance Office or the Health Center prior to leaving school.
4. Leaving the classroom without the teacher's permission.
5. Unauthorized non-parent/guardian phone calls.

F. Excessive Absentee

A student who is absent (excused/truant from a class 18 or more times per year.) **may fail the course or receive a lower grade.** All absences from class, including suspensions, will be counted in the total absence count. As an excessive absentee, you will be placed on an attendance probation contract which will be handled by the Attendance Dean. Doctor documentation may be required for students with excessive (18) absences.

G. Chronic Illness/Absences

Frequent absences resulting from a medically certified chronic (recurring) health condition which may permit the student to receive modified instructional services and exempts the student from the 18-day excessive absence provisions. Processing for chronic illness status will be coordinated by the nurse. Long range assignments will be turned in on the assigned due date without exception.

H. Tardy

Any arrival in class after the sounding of the tone signaling the beginning of the period and up to the first 20 minutes of that period. **(Arriving after 20 minutes will be counted as an absence.)**

WHAT IS THE APPROPRIATE WAY TO GET TO SEE YOUR COUNSELOR OR ADMINISTRATOR?

1. Stop by the appropriate office before school, after school, or at lunch time to make an appointment.
2. Respond to a pass that will be sent for you when a free time develops. This will keep you out of class the minimum amount of time.
3. Be sure to sign in and sign out from the office you are visiting.

HOW DO YOU GET TO SEE THE NURSE?

1. Report to your teacher and request a pass to see the nurse.
2. Report directly to the Nurse and be sure that you are signed in and out from the nurse's office.

Attendance Disciplinary Procedures

A. For Truancies

When you have a truancy in any class during the semester, the following disciplinary measures will be taken.

1. **First truancy:** Your parent will be notified by a computerized phone call. You may be assigned to one hour after-school detention.
2. **Second truancy:** Teacher will notify you of the second truancy. Your parent will be notified by a computerized phone call. You may be assigned to two hours of after-school detention.
3. **Third truancy:** Your parent will be notified by a computerized phone call. You may be assigned to after-school detention or Saturday detention.
4. **Fourth truancy:** You may be dropped from class for the remainder of the semester with the assignment of an "F" on your report card. Your parent will be notified by a computerized phone call.

Note 1: If you drop below four classes, you will be long-term suspended from Horizon for the remainder of the semester if you are 16 or above the 10th grade.

Note 2: If you are in the 9th or 10th grade and are under the age of 16, you will not have your schedule reduced to less than four classes. However, a grade of "F" may be assigned when you receive the fourth truancy in any class even though you are not transferred to study hall. Excessive truancies may result in suspensions for Defiance of Authority.

B. For Excessive Absences

1. You will be placed on a probational status the first time you reach 18 absences in any class in a year.
2. You will enter into a contract between the Dean of Students and yourself that will limit further class absences for the remainder of the semester.
3. Some of the standard provisions of the contract include but are not limited to:
 - a. The only excused absences from this date on will be for illnesses that are verified by doctor documentation.
 - b. You will be expected to attend all school assemblies and/or school related activities that are scheduled during school hours.
 - c. You may lose your off-campus lunch pass for the remainder of the semester.

The consequences for failing to follow these provisions may result in a truancy being assigned which, subject to due process, may drop you from class, from school or result in the assignment of a failing grade.

C. For Tardies

The Paradise Valley School District high schools have a policy that is intended to prevent tardiness. Classes are expected to start on time.

First tardy: You will be warned that you are tardy

Second tardy: You will be reminded that you are tardy and that another tardy will result in after-school detention.

Third tardy: You will be assigned one (1) hour of after-school detention to start at your option either that day or the following day. Your parent will also be notified by phone or letter by your teacher.

Fourth tardy: (Is defiance of authority) You will be assigned two (2) hours of after-school detention to start at your option either that day or the following day and serve both days consecutively.

Fifth tardy: (Is continued defiance of authority) Your teacher will refer you to the Dean of Students, who will suspend you or assign you to Saturday detention for defiance of authority.

Continued tardiness will be treated as a class disruption and/or defiance of authority and will result in continued use of disciplinary measures. Options available to the administration include, but are not limited to:

1. Transfer to study hall.
2. Removal from school for the remainder of the semester if the student has less than four credit-earning classes after the transfer.
3. Retention in class with the assignment of a grade of "F" if the student is in the 9th or 10th grade and under the age of 16.

Ditch Day

Neither Horizon nor the P.V.U.S.D. approves a "ditch day."

Late Policy

If you arrive after the beginning of period one, you must sign in at the Reception Desk and pick up a pass before proceeding to your class. A parent phone call is required to excuse this period of absence. Handwritten notes, faxes, or e-mails will not be accepted. For tardiness and absence determination, the time of arrival in the classroom, not the time of arrival at school, will govern.

You will be counted tardy if you are entering class during the 20-minute tardy period. The only exception is if you arrive late as a result of a medical/dental or legal appointment. An Attendance Clerk will issue you a pass to class as long as you bring with you some verification such as a pass, signed appointment card or a note on letterhead stationery from the doctor, dentist, or legal person. With this pass from the Attendance Office, your teacher will not count you tardy.

Leaving School Early

Parents **must** call the Attendance Office **before** their student leaves campus to authorize an early departure for any reason. Handwritten notes, faxes, or e-mails will not be accepted. It is the student's responsibility to check with the Attendance Office to verify that permission has been received before leaving campus. If you become ill after arriving at school, you **must** report to the Health Center. The Nurse will determine if you are too ill to remain on campus. Should she so determine, she will contact your parents to get permission to send you home.

Anyone not receiving permission to leave and checking out through the Attendance Office or through the Health Center will have a truancy assigned.

Lunch Passes

Only Seniors have the privilege of leaving campus for lunch, and then only if you have a lunch pass. To obtain a lunch pass, you must complete the form distributed at the beginning of the year. Your parent or guardian must sign the form and the form must be returned to the Attendance Office.

The school reserves the right to take away or deny the privilege. The lunch pass may be removed when you have accumulated two truantries in your after-lunch class or when you have accumulated three tardies in that class.

Freshman, sophomores and juniors must remain on campus as PVUSD does enforce a closed campus policy. **The only exception is a medical excuse from your physician.** This must be presented to the Attendance Dean's office and be approved before a lunch pass will be issued.

Make-Up Work

You are expected to make up all work missed when you are absent from school. It is your responsibility to ensure that all work is obtained from your teacher upon returning from any type of absence. Remember, you have an amount of time equivalent to the number of days absent to make up work assigned during your absence. EXCEPTION: IN CASE OF A LONG RANGE ASSIGNMENT SUCH AS A TERM PAPER OR PROJECT, THE TEACHER MAY NOT ACCEPT THE ASSIGNMENT AFTER THE PUBLISHED DUE DATE. IT WILL BE YOUR RESPONSIBILITY TO HAVE ALL MATERIAL TURNED IN BY THE LAST DAY ACCEPTABLE (email, drop it off, have a parent bring it in, etc.) UNLESS YOU HAVE MADE OTHER SATISFACTORY ARRANGEMENTS WITH THE TEACHER RESPONSIBLE. THIS INCLUDES CHRONIC ILLNESS STUDENTS.

You may not receive credit for your work when:

1. You are truant.
2. You are suspended off-campus
3. Your parents/guardians do not call the school prior to 3:00 p.m. on the day of absence.

Pre-Planned Absences

Parents are required to call the Attendance Office in advance of a pre-planned absence.

PROCEDURES IN ATTENDANCE FOR STUDENTS 18 YEARS OF AGE OR OLDER

Federal law establishes the age of adulthood as 18 years of age. A notarized emancipation form must be on file with the Attendance Office. In handling your attendance you must:

1. Call the Attendance Office (602-449-6001) between the hours of 7:00 a.m. and 3:00 p.m. if you have a legitimate reason for the absence from school. This will excuse your absence.
2. Sign in at the Reception Desk and write your age by your name if you are arriving on campus late. This will excuse an absence, but signing in will not excuse a tardy.
3. If you have an **urgent requirement** to leave campus during the school day, you must first sign out in the Attendance Office.

Student Check-out

If a parent or guardian comes to school to check a student out, they must show photo ID and be listed on the student's release form.

CONDUCT & DISCIPLINE (602) 449-6000

Procedure Concerning Drugs or Alcohol Suspension

A. Possession or Using

1. The administration shall suspend the student for a period of nine days off-campus (may be reduced to five with counseling) upon concrete evidence of possession of using drugs or alcohol (a Breathalyzer may be used). This includes any facsimile of materials, imitation or "look alikes", etc.,
2. Second offense may result in recommendation to the Governing Board for expulsion.

B. Selling or Supplying Drugs or Alcohol

1. Upon concrete evidence of selling or supplying drugs or alcohol, the Administration shall suspend the student off-campus for an indefinite period.

In addition to suspension and expulsion from school, student participants in any AIA activity or school-sponsored clubs or organizations will be removed from any form of participation in those activities for eighteen (18) weeks. If the student is not currently participating when suspended, he/she will be ineligible to participate for a period of eighteen (18) weeks from the first day of suspension. This period of ineligibility will extend from one school year to the next if the offense occurs within eighteen (18) weeks of the end of a school year.

Conduct General

You are expected to conduct yourself at all times in a manner that will bring credit to yourself, your parents, and our school. Horizon P.R.I.D.E. is no more evident than in displaying classroom and on-campus responsibility and good citizenship. Some examples include:

1. Arriving in class on time
2. Coming to class prepared with books, papers, pencils and homework
3. Showing respect for the many individual differences on campus
4. **HELPING KEEP THE CAMPUS CLEAN BY PROPERLY DISPOSING LITTER**
5. Accepting and following the rules of the school

You must understand that legally the school staff is responsible for the conduct of students during school hours while on the campus, at any school functions including off-campus field trips, or on their way to and from school. You are expected to follow the directions provided by all staff members during any of these times of responsibility. Any of the following acts will be grounds for disciplinary action which may include suspension or recommendation for expulsion and possible criminal prosecution. **The list is not an all-inclusive list.**

1. Use, possession or sale of alcohol, illegal or dangerous drugs, drug paraphernalia or look-alikes or any representations
2. Possession of smoking or chewing tobacco on campus as defined by ARS 36-798.03.A / ARS 13-3622.A
3. Damaging or defacing school buildings or property, including fires
4. Stealing or illegal use of others' property
5. Cheating and plagiarism
6. Gambling, Extortion
7. Inappropriate language
8. Harassment - sexual, bullying, stalking
9. Intimidation (i.e. stare downs) and other behavior that may provoke a fight
10. Physical contact including fighting or being involved in acts of violence
11. Possession or use of weapons (this includes imitation or look-alikes) or other articles designed to cause bodily harm or disrupt the educational process. New federal and state law concerning weapon possession on school grounds - ARS 15-841 - "A school district or charter school shall expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school within the jurisdiction of the school district..."
12. Refusal to comply with a reasonable request by a staff member
13. Incurable behavior
14. Physical harm done to staff or their property
15. Excessive familiarity (includes embracing and kissing.) The authorized limit of affection to be shown on campus must be confined to nothing more than holding hands.
16. Have/use of electronic devices inappropriately in the classroom
17. Throwing food, beverages, and/or their containers on campus may result in suspensions
18. Any act which disrupts the normal school process.

CONDUCT & DISCIPLINE (602) 449-6000

Conduct Regarding Animals/Livestock

Only with the permission of the teacher involved, and the Principal, will animals be brought on campus. Animals found on school property are not to be taken into the building. Should you find an animal on campus, please notify the Administrative office immediately. Abuse of animals will not be tolerated at Horizon High School. If abuse occurs, violators will be subject to disciplinary action up to and including suspension or possible expulsion.

Conduct at Dances, Prom and Sporting Events

A Dance Statement of Understanding needs to be on file with the school. The following regulations are enforced at all dances, Prom and sporting events.

1. Appropriate dancing is expected (no "Freak" dancing).
2. When you leave the building, you leave for the remainder of the evening and you will not be readmitted.
3. School rules apply regarding no smoking on campus or at Prom even at after-school events.
4. There shall be no loitering at the doors or on the grounds outside the doors.
5. Appropriate school dress is expected at all school-sponsored events as well as appropriate dancing.
6. You must present your current HHS ID card for admittance to school-sponsored events. Any non HHS guests must also present required ID and a completed Guest Pass Form must be on file for the event.
7. You are subject to the same rules of conduct and discipline as during the school day.
8. Party Buses and/or Limos may be subject to search by administration or their designee prior to admittance to school events.
9. Breathalyzers will be used if necessary.

Disciplinary Options

A. Closed Classes

You may be kept from attending a particular class because of a serious classroom disciplinary problem referred to the administration by your teacher. If the administrator decides to place you in a "Closed Class" status for that class, it means that you will have to report to the office instead of attending that class. Consequences may include campus beautification.

You may also be placed in Closed Classes because of failure to attend after-school detention. In this case, you must report to the office.

B. Detention

You may be assigned detention by any member of the faculty or administration because of undesirable attendance, tardiness, or inappropriate classroom conduct. Depending on the nature of the misconduct, detention may be served as a work detail.

Any student in the view of the detention supervisor who does not abide by the regulations of detention will be removed from the detention period. The student may be placed in Closed Classes and the detention may be doubled.

If the student has a conflict with detention and a job or appointment, the detention takes priority. **Detention is not designed to be served at your convenience.**

C. Saturday Detention Policy

1. Saturday detention is held on scheduled Saturdays from 8:00 a.m. to 11:00 a.m.
2. Failure to attend Saturday detention may result in suspension.

D. Suspension

Suspension On-Campus: Students will serve their time in supervised detention. It will be the student's responsibility to get their assignments on his/her time. Students not working in detention may be sent home for off-campus suspension.

Suspension Off-Campus: Students will serve their suspension at home. Students are encouraged to get their assignments. Credit will be given for work missed during an off-campus suspension. Work is due the day student returns from suspension.

CONDUCT & DISCIPLINE (602) 449-6000

Suspension Semester: Presently, a building administrator may suspend a student for a period of up to nine school days. The nine-day suspension must follow the due process procedure (i.e., informal hearing, parent notified, etc.) Expulsion is an act that requires board action and removes the student from the district permanently. The semester suspension would be an immediate step between the ten-day suspension and the more serious expulsion from the district. The proposed suspension would be a recommendation from the building principal to the superintendent to suspend that student for the remainder of the semester without intervention and/or board action. Because of the adopted board attendance policy, the semester suspension would be reserved for behavior problems.

Minimum Dress Code

A part of learning is the making of appropriate decisions on suitable types of dress for various activities. Your manner of dress affects the tone of the school and reflects how you think about yourself. Students' clothing must not present a distraction that would interfere with the educational process. Take pride in your personal appearance.

The following guideline is the consensus of the staff, community and administration determining what is appropriate or inappropriate for the minimum student dress code:

1. Clothing, jewelry, paraphernalia or any personal items depicting or promoting drugs, alcohol, tobacco, gang affiliation, violence, nudity, expressions considered offensive by our community's standards or anything the administration deems inappropriate or dangerous will not be allowed.
2. Necklines may be no lower than the width of the hand when measured from the bottom of the neck or collarbone (no low cleavage to be immodest or provocative).
3. Shorts and skirts must pass the "thumbnail rule" which means they may be no shorter than where the student's thumbnail touches the leg when the arm is hanging straight down. Skirts with slits and shorts must pass the same test.
4. Shirts must meet shorts/slacks/skirts with no midriff or back skin showing at any time - i.e., sitting down, standing, and in motion. Tops & shirts should either be tucked in or worn below garment waistline.
5. Strapless tops, tube tops, muscle shirts, racerback T-shirts, undershirts (or if it looks like an undershirt), halter-tops, tops with spaghetti straps, or off the shoulder tops will not be permitted.
6. Tank top straps must be at least two fingers in width.
7. Skintight garments are not permitted.
8. Clothes that reveal undergarments are not permitted. See-through clothing is not acceptable.
9. "Sagging" is not allowed; pants and shorts must be waist high and may not sag below the hips.
10. Hats are not to be worn inside the building at anytime. Bandanas will not be permitted at any time. Exceptions include head coverings worn for religious or medical reasons.
11. State health laws require shoes (no slippers) to be worn at all times.
12. Chains, large rings, studded jewelry or shoes that may be used as weapons are not allowed

The Horizon dress code applies to all students, male and female.

Students violating the dress code will:

- FIRST OFFENSE: Warning, change clothing *
SECOND OFFENSE: Parent call, change clothing *
THIRD OFFENSE: In-school suspension, parent call, change clothing *
FOURTH OFFENSE: Suspension, parent conference

* To change clothing the student has 3 options:

1. To wear a T-shirt provided by the school, which will need to be laundered and returned to the school the next day or be written a charge slip for \$10.00.
2. Call parents to bring proper clothing to school.
3. Not be permitted to remain in school by calling parents to pick student up.

We wish to thank both parents and students for respecting Horizon's efforts to keep our learning environment appropriate for school and for young adults. We ask your cooperation in this endeavor.

Homework

A very important addition to your classroom is homework which is designed to reinforce the information and skills you learned in the classroom. Duplication of another student's homework is plagiarism which is not allowed and may result in disciplinary action.

Initiations

New students to Horizon are to be welcomed, not initiated. If you are involved in administering any type of initiation to another student, you will be immediately suspended off-campus.

Personal Property

Any personal property brought or left on school premises is at the risk of the owner. It is highly recommended they be left at home. You should only bring enough money to meet the day's expenses. Students may not have/use electronic devices inappropriately in the classroom. Continued violation of this guideline will be treated as a disciplinary measure. Lighters are prohibited and will be confiscated. Possession of a lighter will result in a one day suspension. Decks of playing cards are also prohibited. Use of electronic devices of any type during a test will be considered a violation of academic honesty. Violations will result in consequences.

Petitions

Although students are allowed to circulate petitions, they may not circulate them during their individual class time.

Restricted Area

You should be aware of the restricted areas on and around the campus. These are the areas that are off-limits to students except during supervised instructional periods:

1. Athletic fields and bleachers
2. All parking lots
3. Neighborhoods immediately adjacent to school
4. Sidewalk along Greenway Road, Nisbet Road or 56th street
5. Custodial area
6. Power station

Disciplinary action will be taken when found in an off-limits area. These areas will receive the same consequence as being off-campus. Passes to parking lots or vehicle must be obtained from the office of an administrator.

Parking

Parking is a privilege. Only students who purchase a parking tag from HHS may use the school parking lot.

1. Only authorized Juniors and Seniors may park on campus.
2. Students can only park in the Greenway and Nisbet Street lots. At no time will students be permitted to park in the staff lots.
3. If a student who has a parking permit loses that permit -- they may forfeit their parking space.
4. Parking Permits can only be issued by the front office and are not transferable to any other student.
5. HHS **assumes no liability** for vehicle damage, theft or vandalism while parking on school grounds.
6. Inappropriate decals or accessories should not be displayed on the car.

Counseling Service and Guidance

Horizon High School Counselors are available for all students. Counselors enjoy meeting and getting to know each of their students. As students progress through their four years at Horizon, they will have the same counselor throughout. Parents and students may come to expect collaboration between students, teachers, parents and administration. They will provide a support system for the academic, social and the emotional arenas as well as provide guidance for post-secondary goals. This includes meeting with students that are college-going, vocational, career and job-bound students, and will explore opportunities for all students. A Social Worker is also available.

How to See Your Counselor

We **welcome and encourage** students to stop by before school, during lunch and after school without appointments. If an appointment is desired, please stop by the Counseling Department and fill out a blue Counseling Request form. Your assigned counselor will send for you.

Counselors are there for each and every student. We want to know each of our students, the sooner, the better. Please, never hesitate to stop by, say hello; you do not even need a reason. We wish to be there for all students.

COUNSELING ASSIGNMENTS		
Tracey Lanese	A - De	602-449-6077
Jeanne Woodward	Df - I	602-449-6016
MaryLynn MacCarter	J - M	602-449-6075
Kyle Vessell	N - Sh	602-449-6076
Mella Williams	Si - Z	602-449-6074
Marianne Logan	9 - 10 Tech	602-449-6073
Bonnie Plesher	11-12 Tech	602-449-6078

Dropping/Adding Classes

All students must take a minimum of four classes. Students who add/drop classes during the school year must not fall below this four-class minimum, or they will be dropped from school for the remainder of the semester.

A student may drop a class and replace it with a different class up through the 12th day of each semester. After the 12th day of each semester, a student may drop a class without penalty (a grade of F) through the 20th day of the semester. After the 20th day, any student who withdraws or is withdrawn from a class, will receive an "F" on the transcript, no credit will be earned. This grade will be included in the GPA and will affect extracurricular eligibility. No credit will be earned and the grade will be calculated into the student's GPA. Administration may waive this when legitimate educational plans and emergencies exist.

A student requesting a schedule change will need to review the valid reasons for making a change. If one of the below requirements are met, the student needs to make an appointment with his/her counselor for consideration of a change in classes.

Valid reasons for a schedule change are as follows:

1. Errors appearing on computer schedules.
2. Changes needed to meet graduation requirements.
3. Failure of a prerequisite course.
4. Changes required for the health of students (Dr. documentation is required).
5. Successful completion of accredited course during the summer.
6. Inappropriate placement as determined by teacher/counselor consultation.

Credits from Other Schools

Students who take a community college class or correspondence classes are responsible for getting a copy of that transcript to the counselor before the first day of commencement rehearsal. Students requesting high school credit for off-campus classes must receive prior approval. See your counselor for the procedures and approval.

COUNSELING

(602) 449-6015

Homework/Coursework Requests

A student/parent can request homework/coursework the third day the student is absent by calling Counseling at (602) 449-6014. The homework will be available the following day in Counseling after 2 p.m. If the absence is preplanned (i.e., surgery, trips), call the above number for homework/coursework in advance.

Transcripts

Transcripts can be ordered at the Counseling desk and are printed on Tuesdays and Thursdays only.

College and Career Center

At the College and Career Center (CCC) you can find information about:

- Colleges - universities, community colleges, technical schools
- On campus college visitations - Off campus college and career fairs
- Scholarships - Financial Aid
- SAT/ACT test dates, registration and preparation
- Military recruiter visits and opportunities, including ROTC
- Careers

Computers in the CCC can be used by students for college and career related items (i.e. on-line applications: Naviance's Family Connection; college, career and scholarship searches).

The CCC is located in the Media Center and is open Monday-Friday 7 am - 3:30 pm, including lunch.

COMMUNITY RESOURCES (602) 449-6015

Safety, Support and Care - Horizon High School is always there!

Adult Protective Services (DES)	877-767-2385
Child Protective Services (DES)	888-767-2445
Community Information Referral	602-263-8856 OR 1-800-352-3792
Empact	480-784-1514
HHS Silent Witness Hotline	602-449-6070
Hospice of the Valley	602-530-6900 OR 602-530-6971
Jewish Family and Children's Services	602-256-0528 OR 480-994-8477
National Domestic Violence	800-799-7233
New Song for Grieving	480-951-8985
Shelter Hotline	800-799-7739
Stepping Stones of Hope	602-264-7520
Teen Lifeline	602-284-TEEN
Teen Link	602-235-9678

Health Services

A certified-registered school nurse is available during the school hours for consultation, emergency illness or injury. We do not make medical diagnosis, prescribe treatment or administer medication without written permission from a parent and/or physician.

Office hours: CLOSED 7th hour OPEN: 1st through 6th hour.

Emergency Cards

Emergency cards are required for students enrolled in PVUSD. Parents/Guardians are called first, then alternates. List as many numbers as possible and the order these individuals are called. For address and phone number changes call (602) 449-6021. Health information updates call (602) 449-6003.

Health Alerts

Health Alerts are given to students to confirm a physician, parent/ guardian's "written" information regarding the student's medical problems (medications, daily treatments, PE excuses, between class travel time, backpack buddy and elevator needs). If requested or if a problem arises, the student must produce the Health Alert with their school identification to Horizon staff members, substitutes, and chaperones, during school hours and at after-school events. *Health Alerts are for Horizon Staff notification only. The Health Alerts may NOT be used as a pass to Health Services, to leave campus, or as an excuse for being tardy!*

Health Pass

If ill or injured, Horizon Administrators require students to obtain a "written" Health Pass from their teacher prior to going to Health Services. Severe emergencies excluded.

1. Passes are required during and between classes, but not during the student's scheduled lunch hour.
2. Health Passes should be obtained from the current-hour teacher prior to going back to the next-hour class.
3. Students without a Health Pass or with a plastic hall pass will be directed back to their teacher.
4. Teachers may select a student to accompany the ill student with a Health Pass or send for the nurse.

Health Service Office Process

1. Logs are maintained and passes are electronically stamped when students enter/leave Health Services.
2. When returning to the same-hour class, students will return the original-stamped pass to their teacher.
3. When changing class/going home, students receive the original pass to the next-hour teacher or to hand security.
4. Parent/Guardians/Teachers are contacted for excessive and/or questionable visits to Health Services.
5. Health Services does not cover tardies/absences prior to arriving or after leaving the office.
6. Rest accommodations are limited to 10 to 15 minutes only.
7. If too ill or injured to remain in school, students may request that the nurse contact a parent/guardian.
8. Individuals removing students from Health Services are requested to sign the office log and provide identification.
9. **Leaving campus without checking out through the Health Services for illness will result in a truancy.**

Immunizations

1. By state law, student immunization records must be current for students to attend public school! Students must be in compliance with State law to proceed with Horizon registration in August and January.
2. Parents/guardians are notified by mail of the need for immunizations. Written confirmation of vaccines, Health Department stamp or physician signature, should be turned in during the school year or attached to the emergency card and handed in at Summer Registration only.
3. If your child is missing or delinquent in receiving the required immunizations, your child may be excluded from school until proof of adequate immunization is received.

Long-Term Chronic Illness

The Chronic Illness program is for students with a long-term debilitating illness. Students who are unable to attend classes on a regular basis, who cannot participate in sports or work at their job, may be eligible.

Medication

The PVUSD requires that all over-the-counter and prescription medications are dispensed through Health Services. **All prescription medications for students are to be supplied by the parent/guardian.**

1. Forms for distribution of prescriptions/over-the-counter medications are available in Health Services or at Summer Registration.
2. Both sides of the medication form must be filled out and signed by the designated individuals.
3. The original medicine sheet and medication, in the prescription/over-the-counter bottle or box, must be returned together to Health Services. **Faxed permission forms and loose pills are not acceptable!**
4. If the medication and form are not received together or the form is not filled out, the parent /guardian will be contacted to fill out the form, and/or deliver or pick-up the medications.

Medication: dispensing

1. Prescription medication must be in the original container with a current prescription label.
2. Medications are dispensed according to the prescription or over-the-counter label.
3. Medication with an expired date and/or incorrect label on the bottle, will not be given to students.
4. Medications will not be dispensed without prior written approval from a parent or guardian!
5. Students are responsible to come to Health Services for medications during their appointed time.
6. HHS will maintain a supply of acetaminophen, ibuprofen and TUMS for routine and occasional health complaints. Written parental permission must be on file in Health Services for the nurse to administer meds.
7. Health Alerts are available to notify teachers of the need for medication and/or allow a 5-minute early leave time to receive medications. Late passes are not issued to students.
8. Students may not keep any medication, prescription or otherwise, with them due to safety concerns.

Medication: inhalers

If a student keeps an inhaler in the nurse's office, the parent/guardian must complete both sides of the medication sheet as stated above. Inhalors cannot be kept in the students' possession without written doctors orders.

Medication: insulin

Many students dependent on insulin take their medication prior to or after school. For blood sugar changes during school hours, parents/guardians may submit a sliding scale, current-dated insulin bottle with syringes, glucagon and food supplies to Health Services. Upon receipt of the labeled medication and signed medication form, the insulin is refrigerated to avoid a breakdown of the drug. Blood sugar monitors are available or students may store their own monitors in Health Services.

1. PVUSD policy states that these medications must be administered through Health Services. In a diabetic crisis, the nurse will monitor and relay vital statistics to the parent/guardian or paramedics.
2. Due to a possibility of blood contamination and insulin-induced coma, students should not test for elevated blood sugar levels in the classroom, restroom, or other sites other than Health Services.
3. Health Alerts are available to notify teachers of a diabetic condition and to issue passes to Health Services.
4. Teachers may select a student to accompany the ill student with a Health Pass or send for the nurse.

Medication: return & discards

All medication will be returned according to parent/guardian instructions on the medication sheet.

Any medication that has not been picked up at the end of treatment or at the end of the school year, will be disposed of.

PE Excuses/Early Release/Elevator Privileges

1. A Health Alert will be given for P.E. excuses, elevator privileges, early release and backpack assistance. Parent's notes are good for up to three (3) days, then a doctor's note is required. Physicians must state the problem, the site involved and the estimated time applied to this excuse. The statement "until further notice" is not acceptable as teachers/counselors may need to determine if class requirements and/or grades will be affected.
2. Physician notes requesting that students receive elevator keys are reserved for individuals whose health and safety may be compromised. Due to the high volume of individuals using this service, keys are limited. The doctor's note should show a timeframe during which these privileges are required. Only designated students are allowed to use the elevator.

Personal Feminine Products

Health Services stocks sanitary products for emergencies only.

Screenings

Students are screened for vision and hearing according to State mandates. Students are rechecked prior to parent/guardian notification of a potential problem. Screenings are guides that a potential problem may exist. Students with vision/hearing problems should have yearly exams by their family specialist. Have your physician fax test results to (602) 449-6068, or write a letter if your child is not to be tested.

Additional Information

1. For after-school events (on/off campus) the parents/guardians, as well as students, must alert the individual-in-charge of any medical, prescription and/or over-the-counter medication needs.
2. Students found altering forms or abusing any of the above-listed health privileges will be referred to Administration.
3. Students leaving campus for illness without checking out through Health Services will result in Truancy.
4. For additional information contact: Horizon H/S Health Services at (602) 449-6003.

AIA Activities

Students involved in AIA activities, (which includes Athletics, Band, Choir, Orchestra, Spirit Line and Speech & Debate) are required to pass all classes and pay related fees to participate. The school, clubs, and activities reserve the right, according to their approved constitution, to require more stringent academic or other related standards for participation or to hold elective office.

Bell Schedules

You are reminded that the bell at the end of the period is a signal to the teacher to bring instruction to a close. As a matter of courtesy and respect, you are expected to remain in the classroom **and in your seats** until you are dismissed by your teacher. Special assembly schedules will be announced by your teacher.

DAILY	
PERIOD 1	7:40 - 8:30
PERIOD 2	8:37 - 9:27
PERIOD 3	9:34 - 10:32
PERIOD 4	10:39 - 11:29
PERIOD 5	11:29 - 12:06
PERIOD 6	12:13 - 1:03
PERIOD 7	1:10 - 2:00

EARLY RELEASE	
PERIOD 1	7:40 - 8:09
PERIOD 2	8:14 - 8:43
PERIOD 3	8:49 - 9:18
PERIOD 4	9:23 - 9:52
PERIOD 5	NO LUNCH
PERIOD 6	9:57 - 10:26
PERIOD 7	10:31 - 11:00

ADVISORY	
PERIOD 1	7:40 - 8:24
PERIOD 2	8:30 - 9:14
ADVISORY	9:20 - 10:00
PERIOD 3	10:06 - 10:50
PERIOD 4	10:56 - 11:40
PERIOD 5	11:40 - 12:20
PERIOD 6	12:26 - 1:10
PERIOD 7	1:16 - 2:00

ASSEMBLY	
PERIOD 1	7:40 - 8:21
PERIOD 2	8:27 - 9:08
ASSEMBLY	9:14 - 10:14
PERIOD 3	10:20 - 11:01
PERIOD 4	11:07 - 11:48
PERIOD 5	11:48 - 12:25
PERIOD 6	12:31 - 1:12
PERIOD 7	1:18 - 2:00

SPLIT ASSEMBLY	
PERIOD 1	7:40 - 8:24
PERIOD 2	8:29 - 9:13
ASSEMBLY A	9:18 - 10:02
ASSEMBLY B	10:07 - 10:51
PERIOD 4	10:56 - 11:41
PERIOD 5	11:41 - 12:20
PERIOD 6	12:25 - 1:09
PERIOD 7	1:14 - 2:00

Bicycles/Skateboards

All bicycles must be parked in the compound provided for their storage. All bicycles should be locked. Again the school **assumes no responsibility** for stolen or damaged property. The bicycle compound is off-limits to all students during the day. The compound is locked during the first hour and will be opened at the end of the seventh hour. If you have permission to leave early, see the Receptionist who will assist you in getting access to your bicycle. Skateboards are not allowed on campus.

Closed Campus

- A. **Students:** You are to remain on campus from the time you arrive in the morning until after your last class of the day. If you are off-campus without permission, your consequence may be a three-day off-campus suspension. (Exception: See Lunch Passes under Attendance Information.)
- B. **Non-students:** Only those officially enrolled as students are permitted on campus during the school day. All others may be deemed as trespassers and are subject to arrest (ARS Title 13). Parents and others wishing to conduct official business on campus must report first to the administrative offices.

Early Leave

Under emergency situation, students may have to leave school prior to the end of the semester. Approval must be given by the principal at least two weeks prior to your anticipated last day. **If you are granted early leave, you will not have the right to take semester finals early.** Consequently, the semester exam grade will be an "F" and that grade will be averaged in with the two nine-weeks' grades to compute the semester grade. Incompletes will not be given.

Emergency Procedures

Evacuation Instructions

Exit out of rooms and away from buildings and overhangs to designated areas. Students report to their teacher where attendance will be taken. Students are not dismissed until the all clear is given by the administration.

Lock Down Instructions

Everyone locks down immediately by entering the nearest open staff supervised room. Do not go into a restroom as it can't be locked. No one will be allowed to leave or enter the room for any reason. The all clear will be given over the public address system by a familiar voice. The bullhorn will be used if the electricity is not working.

Homeland Security

Our schools are the safest places in the community. They are designed, built and operated with student safety as the foremost priority. Buildings can be locked down quickly. Each school has its own emergency power generator. Each school has high-speed Internet connections as well as a sophisticated telephone system. The district has a fleet of radio-dispatched school buses prepared to move thousands of students at a moment's notice.

The district is prepared. We have all seen disasters covered on national TV over the past few years. These and a few local "real-live situations" have caused us to study, review and rehearse all plans. Every school has a professionally developed and locally tailored safety-disaster plan. Each building routinely practices the contingencies and procedures listed in the plan. We have established relationships with local fire and police agencies.

We will always do what is best for students. Our actions (securing students and staff inside a safe area or evacuating them to an offsite area of refuge) will be the same regardless if the incident is an accident or deliberate.

Once students are safe, our goal is to eliminate fear and fear related problems. We avoid interrupting or disrupting instruction - we keep things as normal as possible and remain calm. We have counselors and other professional help for children. They provide ways for children to express fears and anxieties through drawing, talking, writing, etc.

We will keep parents informed. We will send letters home with students describing unusual circumstances on campus and how we reacted to them. In the event of an extended emergency, we will use AM radio, KTAR 620, as our primary notification device. Additionally, the district will post and update information on its web site: hhs.pvschools.net

Final Exams

You will be required to take Fall and Spring semester exams in each subject. A grade of "F" will be recorded and counted in the course grade for all exams missed. **Early exams are not granted, so please plan your schedule around these dates.**

FINAL EXAMS			
DAY ONE		DAY TWO	
FALL SEMESTER: 12-17-08		FALL SEMESTER: 12-18-08	
SPRING SEMESTER: 5-26-09		SPRING SEMESTER: 5-27-09	
PERIOD 1	7:40 - 8:40	PERIOD 4	7:40 - 8:40
PERIOD 2	8:46 - 9:46	PERIOD 6	8:46 - 9:46
PERIOD 3	9:52 - 10:52	PERIOD 7	9:52 - 10:52
PERIOD 5 (MAKE-UP EXAMS)	10:58 - 11:58	PERIOD 8 (MAKE-UP EXAMS)	10:58 - 11:58

SENIOR FINAL EXAMS			
DAY ONE		DAY TWO	
SPRING SEMESTER: 5-21-09		SPRING SEMESTER: 5-22-09	
PERIOD 1	7:40 - 8:30	PERIOD 6	12:13 - 1:03
PERIOD 2	8:37 - 9:27	PERIOD 7	1:10 - 2:00
PERIOD 3	9:34 - 10:32		
PERIOD 4	10:39 - 11:29		

Food in Buildings

There will be no food, candy or drink (other than water) allowed in any building other than the Cafeteria. Vending machines are off limits during class time.

Guest and Visitor Passes

A. Guest for School Activities

A completed and approved guest request form must be turned in to the Assistant-Principal's office prior to the Homecoming Dance, Prom, any other school dance event and Farewell Fiesta. In addition the guest must present the required ID at the door.

B. Visitor Passes

There are **no provisions** for friends or relatives to accompany you to visit Horizon for all or part of the day. At no time will visitor passes be issued to students, friends, or relatives for the purpose of accompanying the student to class during the school day.

Hall Passes

You are expected to remain in class during the entire instructional period. Leaving class during the hour should be an extremely rare occurrence. When you receive permission from your teacher to leave class, **be sure to obtain a pass from your teacher.** Be prepared to show this pass whenever requested by any staff member. If you have no pass, you will be considered to be out of class without permission, which may result in a disciplinary action.

Honor Roll

A student must have no grade lower than a "B", and maintain a grade point average for the semester of 3.5.

Identification Cards

The ID cards will be issued the second week of school or when a new student registers. The replacement cost for a new identification card is \$8.00. The ID card must be returned to the school if the student withdraws from HHS.

Students without their school ID card will be assigned detention after a warning. You must carry your ID card at all times and must present it:

- A. When requested by any staff member
- B. In the Media Center
- C. In the Bookstore
- D. In boarding the school bus
- E. When attending school events, dances and athletic events, etc.. (No admittance to dances without it. Adult prices will be charged for students who do not show or have their ID card at athletic events.)
- F. In leaving for or returning from lunch (Seniors with lunch passes).

Insurance

For your protection and the protection of your family and school, insurance coverage is highly recommended before you begin participating in any school-sponsored activities.

For your convenience, student accident liability insurance forms can be obtained from the Counseling Department at 602-449-6015.

Lunch Period

You are not permitted to be in the various classroom buildings during the lunch hour without a pass. Do not enter the building after your lunch period until the bell has signaled the end of the fifth period. If you have a lunch pass and are returning from lunch, enter the school area through the North or South areas which lead directly into the Quad area. **Do not enter through the West doors of the main academic building when returning to campus.**

Receptionist Desk

Leaving items at the Receptionist desk is a "Leave at your own risk" policy. Your student's class will not be interrupted to send or deliver an item that was left at home. The student needs to check with the receptionist during passing periods or lunch for their item.

Since we have over 2400 students, telephone messages tend to inundate the office and cause a disruption to the classes. Unless it is an emergency please do not ask the office to interrupt a teacher's class to deliver a message. We will need to know the nature of the emergency before deciding if a message will be delivered.

Reports

Grades are available at the end of each quarter and semester: 1st & 3rd quarter grades will be sent home with students, 1st & 2nd semester grades will be mailed home. Only the semester grades are recorded on your transcript. Progress reports are provided to you and your parents throughout the school year. Current grade and progress is available to parents and students on-line through pOGB 24 hours a day. Teachers make updates at least every two weeks. Third hour teachers have your passcode information.

PROGRESS REPORT AND GRADE REPORT CALENDAR 2008-2009		
Grading Period	Type of Report	Distribution
8/11/08 - 9/09/08	1st Quarter Progress Report	After the 4th week
8/11/08 - 10/08/08	1st Quarter Grade	Week after Quarter ends
10/13/08 - 11/07/08	2nd Quarter Progress Report	After the 4th week
10/13/08 - 12/19/08	2nd Qtr and 1st Semester Grade	2nd Week of Winter Break
1/05/09 - 2/03/09	3rd Quarter Progress Report	After the 4th week
1/05/09 - 3/13/09	3rd Quarter Grade	Week after Spring Break
3/23/09 - 4/17/09	4th Quarter Progress Report	After the 4th week
3/23/09 - 5/27/09	4th Qtr and 2nd Semester Grade	Week after Semester ends

Student Drop/Pick Up Area

For the safety of the students - those people dropping off students will do so using the Greenway Rd. or Nisbet Rd. parking lots.

Student Vehicles

Vehicle Parking for any student utilizing the parking facility may be assessed a fee per District regulations. There are 553 student parking spaces on campus. Students wishing to drive to school and park on campus must follow these procedures:

1. Comply with the standards for discipline, fees and licenses.
See Student Services at HHS web site: hhs.pvusd.net
2. Register your vehicle through the Assistant Principal for Student Services' office by filling out a Parking Permit Card.
3. Pay the District's parking fee. Motorcycles will also be charged the parking fee.
4. Students & parents are to read and sign the Student Parking Rules & Regulations form.
5. Place the decal on the inside bottom of the left front windshield.

Only Juniors and Seniors will be allowed to park in school parking lots. Priority for parking stickers will be given to seniors, then to juniors who comply with the set standards. All spaces will be used on a first-come, first-served basis. Both lots are available for use to either juniors or seniors. Rules to keep in mind:

1. Keep your car locked.
2. Do not leave books or other valuables in your car. The school and Paradise Valley Unified School District are not responsible for theft or damage.
3. Cars are not to leave the parking lot and are not to be used for any purpose during the school hours (exception: leaving for lunch).
4. **No parking in either of the front parking lots or custodial area unless authorized by school administration.**
5. All parking lots are off limits to all students during the school day except when authorized to leave campus for noontime lunch.
6. If cars are not parked in assigned areas, or if they park without registering, they may be booted.
7. Parking tags **may not** be passed from one student to another.

Parking on campus: Horizon High School **assumes no liability** for student vehicles damaged by vandalism or accidents.

Parking off campus: Horizon High School **assumes no liability** for vehicles parked off campus. This is to include side streets and other parking lots.

District transportation is provided and students are highly encouraged to ride our buses. The mass transit opportunity helps students improve our air quality.

Textbooks

Please be advised that students are issued textbooks for their 'home use' during the first week of school. Textbooks will be issued for each assigned class as necessary. These books are to remain at home for homework and/or as study aides for testing purposes. They are not to be brought to school for use in the classroom. No lockers will be issued to any grade level.

Home issued texts and novels are checked out to individual students using a bar-coding system. It identifies the book as well as the student to whom it was issued. The bookstore monitors these books by the attached bar-code. It's the students' responsibility to know the following:

1. Do not remove or damage the bar-code. Re-attach it if you notice it loosening.
2. If you are concerned about the condition of a book or it's bar-code, bring it to the book store.
3. If a text is returned without the bar-code or it is damaged and cannot be read, you may not receive credit for the book and will owe for its replacement.
4. The student is responsible for returning books to the bookstore when a class is dropped or at the end of the school year.

Theft and Damage Reports

With a campus population of almost 2,400 students and staff, there are those occasions when personal possessions are stolen, damaged, or vandalized. You are urged to carry very little money with you to school and not to bring iPods, cameras and/or cell phones; these items are most often the subject of theft and are rarely recovered. If your car or personal possessions are damaged or stolen, please report to the office to fill out an incident report. We cannot be held responsible for these incidents. The location of our Lost and Found is the Bookstore in the Main Building.

Transfers—Inter-School

Transfers from one Paradise Valley District high school to another must have administrative approval or be approved through the open enrollment policy. Open enrollment is October 1 - December 1. Forms are returned to Carol Reilly at the District Office. The Assistant Principal for Curriculum and Activities (602-449-6022), will be pleased to help you and provide you with the request form which needs to be filled out to start the process. Be aware that administrative approval is dependent upon seating availability, a review of student attendance, grade, and discipline records. Also, district transportation will not be available to you should you live in one attendance area and attend school in another attendance area.

Vocational Classes

If you have elected any vocational classes at Paradise Valley High School, bus transportation is provided for you. Buses leave from the north side of the school on Greenway at three minutes after the end of the period. These classes are paid for at PV High School.

Website

Our website hhs.pvschools.net contains a vast amount of information and is updated several times a week. Please get in the habit of visiting this site often. You will find it to be a valuable resource. Students' current grades and progress can be viewed 24 hours a day at the on-line pOGB grades link.

Students are welcome in the Library/Media Center from 7:00 a.m. to 3:30 p.m. to check out books or to study quietly. Other policies and procedures are:

1. NO FOOD, CANDY OR DRINKS will be allowed in the library. All library facilities are to be left in a clean and orderly manner.
2. During class time, a student not with a class will need a pass from a teacher to enter the library.
3. Students will be allowed to use the library before and after school as well as during lunch without a pass. However, the library is to be used as a study hall and not for social gatherings.
4. All students must have their I.D. card on them at all times when using the library and to check out materials.
5. No more than four chairs are to be used at the round tables, six chairs at the small rectangle tables and eight chairs at the large rectangle table.
6. Before school and during lunch only one person at a time is allowed at a computer. This helps to keep the noise down and also allows the library staff to monitor the computers. Respect for the library staff is essential for the proper operation of the library.
7. Inappropriate behavior or damage to library material, furniture or computers will result in the enforcement of school policies as outlined in the Student Handbook. A student may lose library privileges for varying lengths of time.
8. Computers in the library are for class assignments and research. In accordance with district policy, no games, e-mail, instant messaging, or chat rooms will be allowed.
9. Printing and photo copies are \$.10 per page.
10. Library personnel are responsible for the proper and orderly operation of the area. They have the authority to enforce all school and library rules and issue disciplinary referrals to students not following this policy.

Math is a very important skill, one which we all need for the future in our technological world. Math is in the world around us — the workplace, in our homes and in life in general. Math is used every time you set your alarm, keep score at an athletic event, drive your car, cook a meal or take a trip. The workplace is rapidly changing. Workers today need to be able to estimate, communicate mathematically, reason mathematically and have quick problem solving skills. One needs to be confident in math and realize the importance of mathematics. Students need to take their math studies seriously. Emphasis should be placed on understanding concepts and applying thinking skills. Listed below are suggestions for parents and students to help students develop good study habits and become confident and successful in mathematics.

STUDENT SUGGESTIONS

1. Attend Class Regularly — To maximize learning, daily attendance is critical. Schedule non emergency doctor and dentist appointments during student's free period, lunch, or before or after school. Take family trips or vacations when school is not in session. Always refer to the assignment calendar and see teachers immediately upon returning to class for make-up work. If absence is known ahead of time, see teacher before leaving for your work.
2. Arrive To Class On Time — Even being a few minutes late can be distracting and cause a student to lose valuable instructional time and disrupt the learning process of students.
3. Pay Attention In Class — Listen carefully and ask questions. Your teacher is your best resource and you should take advantage of your time in class to make sure you understand the lesson. It is especially important not to leave class without understanding how to do the previous night's homework.
4. Complete All Assignments Daily — Lack of skill development and insufficient practice of the previous day's skills make new lessons more difficult to comprehend. Assignments should be completed as soon as possible in order to draw upon examples fresh in your mind from the daily lecture. Make sure to follow the format for the homework that your teacher assigns.
5. Keep An Organized Notebook and Take Good Notes — Follow the teacher's guidelines for note taking instructions. The notebook is very useful to refer back to when completing your homework and to study for tests. In addition, some teachers may give notebook quizzes. Keep a copy of your assignment calendar in front of your notebook for easy access.
6. Know Your Textbook — Become familiar with how the book sets up each lesson and how to use the table of contents, index, and glossary.
7. Practice Good Study Habits at Home — Locate an area in your home that is free from distractions to complete your studies. Complete homework as soon as possible as procrastination can sometimes lead to incomplete homework assignments.
 - a. Spend a few minutes reviewing class notes from previous assignments before beginning new assignments.
 - b. Rework problems on previous homework that you had difficulty with the night before.
 - c. Read the next lesson in the book the night before the teacher lectures on it.
 - d. When completing a long assignment stop periodically and review the problems you have completed. Check your answers and compare your work to the examples in your notes.
 - e. Rewrite the daily lesson in your own words as if you were explaining it to a student who was absent.
8. Prepare For Tests, Quizzes, and Exams — Preparation for tests begins with the first day of class!!! It cannot be stressed enough that paying attention in class, taking good notes, and doing homework daily is the best preparation for exams. Do not wait until the night before to study for a test — math is cumulative and must be studied daily. Here are some guidelines to use for test preparation throughout the year:
 - a. Know specific objectives to be included on tests.
 - b. Work several examples related to each objective.
 - c. Don't just look over homework and tests, but rework problems.
 - d. Study notes and rework homework examples.

9. Answers — While accuracy is always important much can be learned from how you arrived at an incorrect answer. On quizzes, tests, and homework review the process you used to determine your incorrect answer and find where the error was made.
10. Be Psychologically Prepared — Being psychologically prepared means being emotionally and mentally competent before and during an exam. The best way to do this is to be academically prepared for the exam. Most test anxiety is caused by inadequate study preparation.
11. Choose a Part Time Job Carefully — While some work experience prior to leaving high school is important it should not conflict with your academic studies. Work hours should be arranged so that home and study time have top priority.
12. Available Help — Take advantage of individual help offered by teachers outside of class. Check with teachers for a list of Math Dept. recommended tutors.
13. BE MATHEMATICALLY CONFIDENT!!!

PARENT SUGGESTIONS

1. Be positive and supportive. Do not tolerate "I can't". Do not relate your own negative math experiences but relate positive ones.
2. Check student's notes and homework for completeness, promptness, and organization.
3. Discuss regularly with your child their classroom activities.
4. Take advantage of opportunities to meet with your child's teacher.
5. Encourage your child to be persistent when the work becomes difficult and not to expect the parents to do the work for them.
6. Engage with your child in family games, puzzles, and other activities that use a variety of math skills.
7. Students often perform to levels of expectations set for them — so set high expectations for your child.
8. Encourage your child to be mathematically confident.

SCIENCE CHECK LIST FOR SUCCESS

The following is a partial list of things you should do regularly so that you can develop good study habits and reap the most benefit from the total educational experience of science classes.

1. Bring your notebook, a pencil, a pen, and notebook paper to class every day.
2. Complete your homework on time. If you do not understand the homework, come in and get help immediately; do not wait until the day before the test.
3. Read over your notes every night for 10 to 15 uninterrupted minutes.
4. Write down any questions that arise from reading your notes or book and bring them to class the next day. Ask your teacher these questions at the beginning of class.
5. Come to class prepared to learn and be ready to start as soon as attendance has been completed.
6. Listen carefully to and follow all directions to the letter, especially during labs.
7. Pay attention to what the class is doing and participate. Ask questions!
8. Write down everything the teacher writes on the board. Define vocabulary in the teacher's words and write down an example used in class to explain the word or idea.
9. Give your teacher 100% effort. Teachers are available to help you before school, after school, and during lunch periods.

SAFETY REGULATIONS FOR SCIENCE STUDENTS

While working in the science laboratory, you will have certain important responsibilities that do not apply to other classrooms. You will be working with materials and apparatus which, if handled carelessly or improperly, have the potential to cause injury or discomfort. A science laboratory can be a safe place to work if you, the student, are foresighted, alert, and cautious. The following safety rules are given to you to prevent accidents and injury to yourself and others in the lab setting. It is your responsibility to be familiar with these rules and help enforce them to maintain a safe laboratory environment.

1. Maintain a serious work attitude while in the laboratory.
2. Do not attempt any unauthorized experiments.
3. Do not begin your lab work until you have a clear understanding of the procedures.
4. Goggles will be worn **at all times** in the lab.
5. Tie long hair back to protect it from burner flames during the lab.
6. **Always** wear shoes in a science classroom.
7. Do not wear long necklaces, long sleeves, bulky clothing, or ragged jeans on lab days.
8. Know the location of the fire extinguishers, safety shower, eye wash, and fire blanket. Be sure you know how to use them.
9. Report all accidents, injuries, or incorrect procedures, no matter how minor, to your teacher immediately.
10. Never taste, smell, drink, or touch any chemicals during a lab.
11. The throwing of **any items** will not be tolerated. This includes such innocent looking items as gum and pencils.
12. Do not put materials in the sink that will not dissolve quickly.
13. Keep your work area clean.
14. **Students are not permitted in lab storerooms or teacher workrooms.**
15. Any student guilty of endangering the safety of others in the lab will be prohibited from future lab participation and will receive a ZERO on future labs for the remainder of his time in the class.

It would be impossible to list all the safety measures for you. Just remember to think safe and use good judgment when working in the laboratory.

Please note: The Science Department Faculty is available to provide extra help throughout the day.

Today's world is commonly referred to as the INFORMATION AGE. To survive in today's world, you must control information rather than let it control you. What questions should you ask yourself?

- What information is truly important?
- What do I need to know and remember?
- How can I assimilate (absorb) more quickly facts and data?
- How can I think more critically and analytically?

The purpose of this study skill booklet is to provide you, the student, some methods to achieve academic success to improve your study habits, and give you a CAN DO attitude for success at Horizon High School.

Learning How to Learn—Steps to Achieve Academic Success

Time Management

You can increase the opportunities to do the things you want and need to do by improving on how you manage your time. Those who manage their time effectively have the same twenty-four hours in a day as everyone else. What they do is plan and schedule time so that they can achieve a balance in all parts of their lives as well as be successful.

If you take time to organize your efforts, you can easily save one-quarter to one-third of your time. The trick is to develop a concrete plan for home, school, and work. Planning ahead and applying the time-management strategies will result in getting maximum value for the time you have. It will help you with your school work and will result in more free time to spend with friends and for leisure activities such as sports.

A very important key to successful study habits is time management. Making the very best use of the hours in the day. Homework happens most everyday-how the time in the day, before school, during school, and after school is used becomes very important. The time used during school hours is committed to attending classes. Paying attention in class and having good attendance will assist you, the student, in the learning process. Simply by being there information is learned.

Setting a study schedule for after school hours, will commit you to homework assignments. Schedule the study hours for you and your family's schedule. Do you study better before dinner, after dinner, or both? Do you prefer studying right after school, or do you need a break? Once you have scheduled your study time stick to it.

Time Management Hints

During class:

1. Record all homework and other assignments, and test dates accurately.
2. List your homework assignments and the due dates at the conclusion of each class.
3. Write down when essays and projects are due and when tests and quizzes are scheduled.
4. When you receive a mark, enter it on the Record of Achievement page.
5. Ask your teacher about any problems you encountered while doing your homework.

At home:

1. Begin by scheduling your time in half-hour or hour blocks.
2. Arrange your work in order of priority.
3. Spend more time on the subjects which require improvement.
4. Allow yourself time to review your work two or three days before a test or quiz.
5. When an assignment is completed, check it off your school agenda.
6. Transfer all unfinished tasks to a future date.
7. Review your past weekly schedule and make the necessary adjustments for the coming week.
8. Schedule time to review assignments and tests returned by your teacher. Redo incorrect answers.

Organization

Good study habits develop with organizational skills. Time management encourages a set time to study. Listening helps keep organization present, note taking organizes the lesson. Keeping a notebook of class information organized will keep the information you, the student, needs at your fingertips. Make plans, try to keep to the schedule you develop. Keeping your school work, notebooks, and your self organized improves your chances for success. Some helpful things to organization are:

1. Classify the material
2. Find principles, major themes to help to recall specifics
3. Test yourself
4. Summarize information in your own words.

Listening skills

A lack of listening contributes to passive hearing. Studies show the average person listens with an efficiency of no better than 25%. Passive hearing has a negative effect on communication, instruction, and information. This would affect the learning in a classroom situation.

Active Hearing - the opposite of passive hearing is listening effectively, where the mind interacts with incoming information. The following are ways to develop **Active Listening Skills**:

1. Concentrate on what is being said. Don't allow noise to distract you.
2. Listen to the real meaning of the information.
3. When you require clarification, ask questions.
4. Recognize the feelings and style of the speaker.
5. Be aware of implied meanings and ideas.
6. Note main ideas and summarize key points.
7. Have an open mind and be sensitive to the speaker's point of view.
8. Give feedback when appropriate.

Note Taking

Notes are taken any time you want to keep a record of what information is being given in class. Note taking is used while listening to lectures, guest speakers, or from textbooks and other written material.

It is important to keep a special notebook or section in a notebook for each class set of notes. The notes will only be of use if they are organized and neatly written.

When taking notes write the main idea. The instructor will make this clear. Use the active listening skills you read about earlier. Under the main idea write some supportive information given by the instructor. Those details will help you the student to remember the information being taught.

Copy down what the instructor writes on the board. This information will be important later. Be attentive. The teacher usually gives clues throughout a lecture on what will be important.

Here are some helpful hints for note taking:

1. Be attentive.
2. Write your notes in your own words rather than the teacher's.
3. Listen for important facts and ideas; do not try to get down every word.
4. Write what is on the board.
5. Listen for any numbered points.
6. Use abbreviations outlining whenever possible.
7. Label your notes with date, course, and topic. If you use a loose-leaf notebook, number all pages. At the end of the term or semester you will be glad you did.
8. Highlight important parts of notes.
9. Keep your notes neat. It is discouraging to have to study from sloppy notebooks.
10. Organize your notes as soon as possible after taking them.
11. Keep together all notes on one subject.
12. Review notes within a day.

The Study Place

Finding the best possible environment for studying is a challenge in itself. A quiet place is best. The less distraction the quicker the homework gets done.

1. As much as possible, do studying in one particular place.
2. Good lighting is essential for successful studying. Eliminate glare and shadows on your text whenever possible. Sit with the light behind you, if possible.
3. The best position to maintain while studying is upright, seated at a desk. This position keeps a student more alert. If you feel you are not concentrating, change positions and see if that helps you. Keep the top of your desk uncluttered. Use a firm chair.
4. Avoid radio, television, the telephone, and eating while studying. Take study breaks. Study for a certain period of time, your choice, then take a 10-15 minute break. The break will refresh you and get you ready to meet the next lesson. You can set goals by the breaks you establish.
5. Prepare a timetable that clearly indicates when you will study and when you will be occupied with other regular commitments or recreational activities.
6. When doing your work, divide lengthy or difficult assignments into short, manageable units.
7. If certain facts or details must be memorized, do not try to memorize all of them at one time.
8. When you have completed the rough copy for a written assignment, wait a day before you edit and start with the final draft.

Do You Have a Good Memory?

Everyone has the ability to memorize. Learning to use the method that suits you best is the key to developing your memory.

- A. **Association.** Many people learn by association. Picking a familiar thought or item to relate to the material being learned.
- B. **Review.** To go over material is to review. **Highlight notes**, read over notes or information given in class. **The more frequently the information is reviewed the less time each review will take.**
- C. **Oral drill.** Read over the material aloud. Hearing it yourself improves the comprehension of the material.
- D. **Flash cards.** Remember the flash cards from elementary school. They still work in high school. Place important words or phrases on cards and review them.
- E. **Each day briefly review** what you have learned. In addition, conduct a weekly review in each subject.
- F. **Summary.** After reading a chapter in a textbook, listening to a lecture, or following a discussion, make a summary of it. You will discover that summarizing is an effective aid to retention.
- G. **Reading books and articles.** Get into the habit of reading books and articles related to what you are studying even if such reading is not required.

There are many different ways to remember. You need to find the one method that suits your needs. The most important thing to remember is you cannot learn information for a test or important exam the night before. **15 minutes of review a night** can make the difference in your grade point average.

Taking Tests.

Tests measure how much the student knows about a specific subject or area. Testing gives both the teacher and student a great deal of information in a short period of time. Our society is test oriented. In school or in your future job you will face many tests. Being adequately prepared is very important. The following are some suggestions of how to take different types of tests.

- A. Set up a special study schedule to prepare for your exams. Plan it so that everything can be covered in the available time.
- B. Avoid cramming. Your **review** should be completed well before the exam.
- C. Find out what kind of exam you are getting ready for (e.g., essay-type or objective) and exactly what material will be on the test.
- D. For each subject make a detailed list of all the topics for which you are responsible. Arrange them in order of importance and follow this order in your review.
- E. Memorize essential facts and formulas.
- F. Make up questions that you think could be on the exam and try to answer them.
- G. Get a good night's rest before the exam and begin the exam day with a good breakfast.
- H. Be sure to wear comfortable clothing. Have a sweater handy in case it is cool in the examination room.
- I. Come with the equipment you will need (ruler, pencil, calculator, etc.). Include an extra pen.

Objective Tests

1. When confronted by a large number of questions in an objective test, do not rush through them in panic. Instead, determine how much time you can afford to spend on each question and pace yourself accordingly.
2. Answer the easiest questions first; then return to the ones you have left out. Sometimes the test gives away some of the answers.
3. Be on the lookout for words that may provide a clue to the correct answer. Words like "seldom," "generally," and "tend to" often make a statement true, words like "always," "never," and "only" are more likely to make it false.
4. Before looking at the possible answers to a multiple-choice question, try to form the answer in your mind. Then look at the choices given.
5. Do not change an answer that comes to mind first unless you are absolutely sure that it is wrong.

Tips for True/False Tests

1. Assume the statement is true.
2. A statement is false if any part of the statement is false.
3. Absolute statements tend to be false. Key words: always, none, only, all, best, invariably.
4. Words usually found in true statements: many, most, some, generally, frequently.

Tips For Multiple Choice Questions

1. Read the 'stem' of the question, try to answer it, then check your answer with the choices.
2. Be logical in choosing your answer.
3. If the answers are a list of dates, or numbers, you can usually eliminate the highest and the lowest.
4. Watch for the word NOT.
5. Absolute words like: all, none, never, always, constantly, usually make the answer untrue and should be eliminated as distracters.
6. Answers that are combinations of possible answers are usually right.

Tips For Essay Questions

1. Read and understand the question, answer all of it, if the question asks you to compare AND contrast, do BOTH, if it asks you to discuss three people, discuss all three.
2. Decide how much time should be allotted to each question. Let the marking scheme be your approximate guide.
3. Begin with the questions that you can answer most easily. It is important to get off to a good start.
4. Locate the key word in the question and answer your question accordingly. Key words are: discuss, compare, explain, contrast, list, describe, and outline.
5. Jot down all the facts you know about the subject right away.
6. Your introductory paragraph is the most important, You do not get a second chance to make a good first impression. Your THESIS is the most important part of the introduction. A good thesis must involve both the topic and an attitude toward the topic.
7. Organize your answers in the following way:
 - a) make a rough outline of the points to be included
 - b) begin with a thesis that incorporates the key words of the question
 - c) support your thesis with specific examples and detailed information
 - d) come to a definite conclusion by very briefly summing up your answer
8. Always write an answer in paragraph form unless the question specifically calls for a list.
9. If in answering a particular question you run out of time, leave a gap and return to it later if time permits.
10. Try to leave yourself enough time at the end to read over what you have written and to correct any mechanical errors (in spelling, punctuation, etc.).
11. Write carefully.

Regardless of the type of test, your paper can be a valuable guide for learning. **Don't throw it away.** It may hold clues that will help you do better on the next test. You may feel tempted to never look at it again, especially if you got a low grade. Take the time to correct the wrong answers, review the mistakes you made, and put it in your notebook. If you have concerns about the test or the answers, don't be afraid to ask the teacher. Test taking is a learning process. Use the corrected test for further review for future tests.

Thinking Critically About Information

Critical thinking simply means a way of thinking intelligently, carefully, and with as much clarity as possible. If you cannot interpret information to understand or think through the various sides of an issue, and the results and implications of the decisions that are made, then you leave the decisions to someone else.

1. Thinking is the basis of action. Thinking allows us to establish goals and to act to accomplish a plan.
2. Choices and decisions require a sharp mind. One of the most important skills that you need in developing and learning information is the ability to think carefully about what you read, hear, or see.
3. Personal and social problems require clear and powerful thinking.

Below are some helpful hints for developing skillful critical thinking:

1. Get all the information you need.
2. Check the sources of information.
3. Be sure you understand, ask questions to be sure.
4. Be flexible and open minded.
5. Make connections.
6. Develop problem solving skills.
7. Think ahead.
8. Organize your thoughts.
9. Analyze and learn from setbacks.
10. Be patient.

With all of this information at your fingertips, the administration, teachers, and staff wish you a very successful year at Horizon High School. The place where you CAN DO whatever you set your mind to do to be successful.

Suggestions for Student Success in World Language

1. Spend 10-15 minutes EACH NIGHT studying the vocabulary for the lesson. Knowing the vocabulary early in the lesson allows the student to understand what is being discussed in class each day and to understand each sentence of the homework rather than just being able to fill in the blanks. When it is time for the quizzes and tests, the vocabulary should merely be a review and not a quick study the night before. The vocabulary in the book is considered to be ACTIVE and will be used throughout the book. Some ideas for studying vocabulary are:
 - a. flash cards
 - b. writing out the words in one column and writing the translation in the other column (the paper can be folded and the student can have a self-check while he/she is studying them)
 - c. study with a partner
 - d. write the words in three lists: list of already known vocabulary, list of cognates, and list of new words (the list of new words will not seem so overwhelming)
2. Homework is assigned as a direct reinforcement of what has been explained and practiced in the classroom. Attention should be given to the content of the sentences and not just the answer.
3. Verb forms must be memorized once they are introduced. Speaking in the correct tense, the purpose of forms, is the key to communication. Speaking in the wrong tense is one of the major stumbling blocks to clear communication. It is very important to learn the forms a little at a time.
4. Class time is used mainly for explaining, speaking, and listening. The written follow-up at home is essential for each student to know what he/she is learning and where he/she needs help. There is time for questions each day.
5. Consistency in spending time each day with the vocabulary and the homework will allow the student to use the language a little at a time rather than the overload that often occurs the night before a test.

BASICS OF WRITING

A major component of all education is writing. Here are some basic forms and definitions that will prove useful in your writing.

TERMINOLOGY FOR TEACHING THE MULTIPARAGRAPH ESSAY

(Our thanks go to Jane Schaffer, English Department Chair of West Hills High School in Santee, California, the source of most of this information.)

1. **Essay:** A piece of writing that gives your thoughts (*commentary*) about a subject. All essays you will write will have at least 4 paragraphs: an introduction, 2 body paragraphs, and a concluding paragraph.
2. **Introduction:** (Also called the introductory paragraph): The first paragraph in an essay. It should be several sentences long (See teacher for number). It should provide background information to set the scene or orient the reader. It should present the plan of the paper and define any unfamiliar terms. It includes the thesis, most often at the end.
3. **Body Paragraph:** One of the two or more middle paragraphs in an essay. It develops a point you want to make that supports your thesis (see model).
4. **Concluding Paragraph:** The last paragraph in your essay. It may sum up your ideas, reflect on what you said in your essay, say more commentary about your subject, or give a personal statement about the subject. Your conclusion is all commentary and does not include concrete detail. It does not repeat key words from your paper and especially not from your thesis and introductory paragraph. It gives a finished feeling to your whole essay.
5. **Thesis:** A sentence with a subject and opinion (also called *commentary*). This comes somewhere in your introductory paragraph and most often at the end.
6. **Pre-writing:** The process of getting your concrete details down on paper before you organize your essay into paragraphs. You can use any or all of the following: bubble clusters, spider diagrams, outlines, line clustering, columns, or thinking maps.
7. **Concrete Details: (CD)** Specific details that form the backbone or core of your body paragraphs. Synonyms for concrete detail include facts, specifics, examples, descriptions, illustrations, support, proof, evidence, quotations, paraphrasing, or plot references.

Concrete details come in two types, *paraphrasing concrete details* (PCD) and *quotation concrete details* (QCD). Paraphrasing concrete details state in your own words something that happened or happens. Quotation concrete details are more complicated. When quoting, you must include a transition, a lead-in and the exact words being quoted, enclosed in quotation marks. For examples of both kinds of CDs, see the model essay in a few pages.

Concrete details should be introduced by a *transition phrase*, such as *for instance, in addition, finally*. These phrases help the reader follow your thoughts from one point to another.

8. **Commentary:** Your opinion or comment about something; not concrete detail. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, feelings, evaluation, explication, and reflection. When you are just beginning to learn this writing format, it is useful to use the words *this shows that* or some similar statement to introduce your CMs. This helps you to produce a real CM instead of another CD. Later omit these words from your CMs.
(CM)
9. **Topic Sentence:** The first sentence of a body paragraph. This must have a subject and opinion (commentary) for the paragraph. It does the same thing for a body paragraph that the thesis does for the whole essay. In addition, the topic sentence must relate to and develop the thesis of the essay.
(TS)
10. **Concluding Sentence:** The last sentence in a body paragraph. It consists of commentary, does not repeat key words, and gives a finished feeling to the paragraph.
(CS)
11. **Shaping the Essay:** The step that is done after prewriting and before the first draft of an essay; it is an outline of your thesis, topic sentences, concrete details, and commentary ideas.
12. **First Draft:** The first version of your essay (also called the rough draft).
13. **Final Draft:** The final version of your essay.
14. **Peer Response:** Written responses and reactions to a partner's paper.
15. **Chunk:** One sentence of concrete detail and 2 sentences of commentary. It is the smallest unified group of thoughts you can write.
16. **Weaving:** Blending concrete details and commentary in a body paragraph. You can do this after you master the format.
17. **Ratio:** The number of concrete details and commentary that accompanies it. English requires 1 CD to 2 CMs..
18. **Word Counts:** The minimum length per paragraph to earn a "C."

The Six Traits of Writing: Scoring Rubric**IDEAS**

How clear, complete, and well-developed are the ideas?

ORGANIZATION

How effective is the introduction? Is the information presented in an order that makes sense? Is the paper concluded well?

VOICE

Is the writing lively? Did the writer put something of himself into the paper? Did he write what he really thought and felt?

WORD CHOICE

Did the writer choose words that helped make his message both interesting and easy to understand?

SENTENCE FLUENCY

Were sentences smooth and easy to read?

CONVENTIONS

Was there careful proofreading? Were all errors in spelling, punctuation, capitalization, paragraphing, and grammar corrected?

Each trait is scored on the following six-point rubric:

- 6 (Exemplary):** The writing shows complete mastery in this trait; the writer is in exceptional control of the writing.
- 5 (Strong):** The writing shows many strengths in this trait; the writer is perfecting control of the writing.
- 4 (Proficient):** The writing shows an understanding of this trait; the writer is in control of the writing.
- 3 (Developing):** The writing shows both strengths and weaknesses; the writer is developing some control of the writing.
- 2 (Emerging):** The writing shows partial control but needs more detail or polishing.
- 1 (Beginning):** The writing is in the "beginning" stage; the writer is still looking for a topic or a way to handle this trait.

MODEL ESSAY

(Please note that this model essay is presented as a model of *format* only. Attitudes presented are not meant to reflect any official point of view.)

Introduction

Modern American society is struggling to define new roles for men and women. More than in past times, people are encouraged to view traditional male-female roles in a newly flexible way, yet the transition to the new order is a hard, slow one, accompanied by debates, misunderstandings and confusion. **(Thesis)** *Many men, perhaps even more than women, feel limited by the past and by society's expectations.*

First Body Paragraph

TS: Many men in the United States do not feel free to do certain things .

Chunk 1

QCD: For instance, from the time many men are little boys, they are told, "Big Boys don't cry," or "Crying is for sissies."

CM: ~~This shows that~~ they are taught not to express emotions in public.

CM: To do so sometimes opens them up for ridicule and misunderstanding.

Chunk 2

PCD: In addition, some men would not feel comfortable saying they were nurses or primary school teachers.

CM: ~~This shows that~~ they do not feel free to take jobs that have traditionally been held by women.

CM: ~~This also shows that~~ masculine roles, ironically, are in some ways more rigidly narrow than those open to females.

Chunk 3 (optional)

PCD: Finally, many men have been taught that it is the man's job to provide for his family and that something is wrong if the wife has to go to work.

CM: This results in many men not feeling right about staying home with the children while their wives go off to be the major wage earner.

CM: As a result men might make life choices based mainly on what is expected of them.

CS: In this country, many men are held back from doing things they might really want to do.

Second Body Paragraph

TS: Women, on the other hand, seem relatively free to choose their own paths.

Chunk One

PCD: For instance, many more women go to medical school now than was the case fifty years ago.

CM: ~~This shows that~~ the notion of the medical profession as exclusively male territory is dead.

CM: ~~This also shows that~~ women freely pursue highly demanding careers which they can expect to occupy most of their waking hours.

Chunk Two

CD: In addition, a great many women work outside the home in a variety of jobs .

CM: ~~This shows that~~, in general, the idea of women spending a large portion of their time and energy outside the home is a widely accepted one in our society.

CM: ~~This also suggests~~ that many families are eager to achieve financial success and make that a priority in their lives.

(No Optional 3rd Chunk)

CS: Females have many more options now available to them.

Concluding Paragraph

The new choices facing women, coupled with the pressures on men to avoid anything considered feminine, have created a new set of challenges for our society. Women, in gaining freedom to enter the workforce, have almost lost the one freedom formerly thought a prison—the freedom to be a homemaker. Men trudge on in their traditional roles with very little sense of choice at all because Americans seem to prefer a double-income family to a working mom and househusband. The dialogue between men and women on who shall do what is far from over; perhaps it is just beginning.

(Of course, when you write your final draft of your essay, all the sentences in the body paragraphs will follow immediately after one another on the lines of your page and will not be labeled as they are here.)

RESEARCH PAPER: NOTETAKING

I. Notecards

A. Completeness

1. You should not have to return to your reference again.
2. Summarize briefly IN YOUR OWN WORDS; do not copy unless in quotes.
3. Copy quotations exactly including punctuation use.
4. Do not lift material out of context which may distort meaning.

B. Form

1. Use lined 3 x 5 cards.
2. Write on lined side.
3. Put subdivision title on center top line.
4. Include author's last name at bottom of card, centered.
5. Put page number(s) from just that source on the card.
6. **Write only one idea per notecard**

Factors affecting Subliminals

The subliminal message is almost impossible to forget.
They achieve better results, however, if the consumer
doesn't know the messages are even there.

(Kanner 529)

II. Work Cited or Bibliography cards

- A. Use 3x5 cards.
- B. Use a separate one for each source.
- C. Be accurate.
- D. Use works cited format for information.

Parenthetical Documentation

In this section we will show you how to document the information you have taken from various sources. We will show you how the reference should appear in the text of your paper and will show how the corresponding reference should appear on your works cited page that will appear at the end of your paper. A sample works cited page appears at the end of this section.

A BOOK WITH ONE AUTHOR

Students are advised to enroll in several challenging literature courses while in high school in order to prepare them for "the rigors of the collegiate English class" (Jackson 273).

According to the college professor Howard Jackson, students should enroll in several challenging literature courses in high school in order to prepare them for "the rigors of the collegiate English class" (273).

Works Cited Entry

Jackson, Howard. Preparing for College: A Guide for the High School Student. New York: Universal Press, 1998.

A BOOK WITH TWO AUTHORS

Recent studies have shown that some college entrance exams are biased and discriminatory and, therefore, should not be required of enrolling college freshmen (Blaich and Osgood 93).

Works Cited Entry

Blaich, Gerald and Mary Osgood. Challenging the Validity of the SAT. Chicago: Homewood Press, 1998.

TWO BOOKS BY THE SAME AUTHOR

Many students consider the community college system only because of lower tuition costs, but another benefit not to be ignored is the lower student to teacher ratio, especially in the Honors Program, which results in smaller class size and more individual instruction, something often lacking at larger universities (Hegner, Alternatives 27).

To the average ninth grader entering high school, college entrance requirements may seem remote and irrelevant, but these students and their parents need to be aware of college requirements so that they can create a workable and practical four year high school graduation plan (Hegner, Getting Ahead 37).

Works Cited Entries

Hegner, T. J. Alternatives to the Four Year University. Boston: International Press, 1999.

Getting Ahead on the College Application Process. New York: Watterson, 1998.

A WORK IN AN ANTHOLOGY

Although many people believe that American students are lacking in computer literacy, a 1998 survey showed that students entering colleges last year "far exceeded the expectations" of many of their professors (Madison 18).

Works Cited Entry

Madison, Jeri. "Computers in Every Classroom." Current Issues. Amanda Rhodes, Ed. Los Angeles: University Publishing Co., 1999, 17-24.

A SIGNED NEWSPAPER ARTICLE

Arizona university college registrars report that the number of out of state applicants has doubled in the last decade (Williamson A12).

Works Cited Entry

Williamson, Amelia. "What's In Store for Next Year's Freshmen?" The Arizona Republic 12 Mar. 1998: A12.

AN UNSIGNED NEWSPAPER ARTICLE

According to a university spokesperson, the gross mishandling of room assignments that caused some incoming freshmen to double or even triple up in dorm rooms was indeed a university error and the situation will be resolved within two to three weeks ("Freshman Woes" B7).

Works Cited Entry

"Freshman Woes Are Just Beginning." The Arizona Republic 28 Aug. 1998 : B7.

A SIGNED MAGAZINE ARTICLE

The employment outlook for this year's graduating class is extremely promising with some colleges predicting job placement as high as 95 percent (Smythe 37).

Works Cited Entry

Smythe, Theresa. "The Class of 2000: Will They Find the Jobs?" Newsweek 15 Mar. 1999: 36-39.

AN UNSIGNED MAGAZINE ARTICLE

Even though some colleges have begun to consider a student's unweighted GPA (grade point average), many of the registrars interviewed stated that "consideration is still given for the more challenging courses" the high school student has completed ("Competition" 17).

Works Cited Entry

"Competition Among Our Top Students." Newsweek 26 October 1998: 17-19.

INTERVIEWS OR LECTURES

One college junior stated that "the displacement syndrome" everyone predicted was just "not that big a deal" (Bremmer).

Works Cited Entry

Bremmer, Justin. Interview. College Student. 23 Dec., 1998.

Students can become discouraged with the college application process, but planning ahead by preparing a complete and accurate resume is the first step in easing this anxiety (Stevens).

Works Cited Entry

Stevens, Marianne. Lecture. SAT Prep Teacher. Horizon High School, 15 Mar. 1999 .

REFERENCE BOOKS - - SIGNED AND UNSIGNED ARTICLES

John Steinbeck's The Red Pony can be read on a number of levels and should not be mistaken for children's literature (Koch 213).

Works Cited Entry

Koch, C. H. "Steinbeck, John." Encyclopedia Americana. 1999 ed.

Many of Steinbeck's works take place on the Monterey Coast of California and reflect his deep appreciation for both the land and the people who inhabit it.

Works Cited Entry

"Steinbeck, John." World Book Encyclopedia. Vol. 19, 1999.

ELECTRONIC SOURCES: Software/CD-ROM and others

"Article Title." Name of Software/CD-ROM. Version or year it came out and for what type of equipment.

"Photosynthesis." Encarta. 2004 Edition for Macintosh 10.4 / Windows 04.

A Web Site:

Last name, first name (if available). Name of Web Page. Date of Posting/Revision (if available). Name of Institution/Organization affiliated with the site (if available).
Military style date of access <electronic address>.

Morse, Tiffany. Guide to Modern American Novels. 17 Dec. 2003. Los Angeles City College. 14 Feb. 2004 <<http://lacc.eng.ca.edu>>.

An article on a web site

Last name, first. "Article title." Name of web site. Date of posting/revision (if available).
Name of institution/organization affiliated with the site (if available). Military style date of access <electronic address>.

Tilley, Allan. "High Risk Behavior in Sports." Sports and Medicine USA. 20 Jan. 2004
United Medical Association. 23 Mar. 2004 <<http://uma.behavior/menandwomen.html>>.

OTHER SOURCES: TELEVISION PROGRAMS, MOVIES, RECORDINGS

"A Day with John Q. Student." 60 Minutes. CBS. KPHO, Phoenix. 23 Mar. 1999.

Horror in Suburbia: Part IV. Dir. Vincent J. Hilmine. With John Guthrie and Joanne Courier.
Universal Studios, 1999.

Back to Square One. Videocassette. Creighton Productions, 1999. 65 minutes.

Joel, Billy. "Worse Comes to Worst." Piano Man. Compact Disc. Columbia, CK 32544, 1973.

(MODEL)

WORKS CITED

- Blaich, Gerald, and Mary Osgood. Challenging the Validity of the SAT. Chicago: Homewood Press, 1998.
- Bremmer, Justin. Interview. College Student. 23 Dec., 1998.
- "Competition Among Our Top Students." Newsweek. 26 October 1998: 17-19.
- "Freshman Woes Are Just Beginning." The Arizona Republic, 28 Aug. 1998 : B7.
- Hegner, T. J. Alternatives to the Four Year University. Boston: International Press, 1999.
- Hegner, T.J. Getting Ahead on the College Application Process. New York: Watterson, 1998.
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- Madison, Jeri. "Computers in Every Classroom." Current Issues. Amanda Rhodes, Ed. Los Angeles: University Publishing Co., 1999. 17-24.
- Morse, Tiffany. Guide to Modern American Novels. 17 Dec. 2003. Los Angeles City College. 14 Feb. 2004 <<http://lacc.eng.ca.edu>>.
- "Photosynthesis." Encarta. 2004 Edition for Macintosh 10.4 / Windows 04.
- Smythe, Theresa. "The Class of 2000: Will They Find the Jobs?" Newsweek. 15 Mar. 1999: 36-39.
- Stevens, Marianne. Lecture. SAT Prep Teacher. Horizon High School, 15 Mar. 1999 .
- Tilley, Allan. "High Risk Behavior in Sports." Sports and Medicine USA. 20 Jan. 2004 United Medical Association. 23 Mar. 2004 <<http://uma.behavior/menandwomen.html>>.
- Williamson, Amelia. "What's In Store for Next Year's Freshmen?" The Arizona Republic, 12 Mar. 1998: A12.