

Woodland Hills School District

7th Grade Curriculum Planning Guide

2016-2017 School Year
Woodland Hills Junior Senior High School
2550 Greensburg Pike
Pittsburgh, PA 15221
412-244-1100
www.whsd.net



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SECONDARY CAMPUS ADMINISTRATION

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WOODLAND HILLS SECONDARY CAMPUS**Department Chairs**

Department Chairs are teachers who serve as the instructional leaders within their department and may be contacted with general questions or concerns.

Department	Chair(s)	Email
Art	Ms. Michelle Hutterer	huttmi@whsd.net
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English Language Arts	Ms. Heidi Balas Mr. John Danchisko	balahe@whsd.net dancjo@whsd.net
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Performing Arts	Mr. Thomas Crone	cronth@whsd.net
Science	Mr. Jeffrey Vranka	vranje@whsd.net
Social Studies	Mrs. Lesley McDonough	mcdole@whsd.net
Technology Education	Mr. Paul Beard	bearpa@whsd.net
World Languages	Ms. Erin Tiboni	shawer@whsd.net

The purpose of this guide is to provide information to facilitate planning and course selection. Parents/guardians are encouraged to review this guide with their student(s) during the planning and course selection process. It is important to consider course selections carefully in order to select a career pathway, fulfill graduation requirements and take advantage of the electives available to all students. Please keep in mind that if enrollment is too low, the District reserves the right not to offer courses listed. Other factors may also make it impossible for a course to be offered. In any case, if a course is canceled, the student will be assigned to his/her alternate course. Students and parents/guardians are encouraged to gather information from this guide and discuss course selections for the upcoming school year with current teachers and guidance counselors.

GRADUATION REQUIREMENTS/KEYSTONE EXAMS

Effective with the graduating **Class of 2017**, graduation requirements include the following: 1) Course completion and grades; 2) Demonstration of proficiency as determined by the school district, charter or cyber school or AVTS if applicable in each of the state academic standards not assessed by a state assessment; and 3) **Require proficiency in the Algebra I, Biology and Literature Keystone Exams or project-based assessment if applicable.**

Seventh grade students that are enrolled and complete Algebra 1 are required to take the Algebra 1 Keystone Exam. An advanced or proficient score on the exam is a graduation requirement.

KEYSTONE EXAMS

Keystone Algebra Workshop

This is a required course for all students who do not score at the proficient level or above on the Algebra 1 Keystone Exam. The Pennsylvania Chapter 4 regulations mandate that:

“Students who did not score proficient on a Keystone Exam must participate in supplemental instruction prior to re-taking the Keystone/module. The supplemental instructional support must be consistent with the student's educational program. The school must continue providing supplemental instruction either until the student demonstrates proficiency in the subject area or until the student begins participating in a project-based assessment.”

PSSA EXAMS

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Every Pennsylvania student in grades 5 and 8 are assessed in writing. Every Pennsylvania student in grades 4 and 8 is assessed in science. **ALL 7th grade students** will take the READING and MATH PSSA exam. Any student enrolled in Algebra 1 **will also** take the Algebra Keystone Exam.

CAREER PATHWAYS

A career pathway is an organized **approach** to career planning. Creating a career pathway means plotting a course for identifying occupational interests, determining education and training needs and establishing an action plan for reaching career goals.

- A Pathway is a **sequence of courses** within your area of interest.
- A Pathway will **connect your career interests** from high school to college and/or career.
- A Pathway is your **educational road map** guiding you to the high school courses and post-secondary options most relevant to your chosen career destination.
- A Pathway will help you acquire the depth of knowledge and skill linked with specific post-secondary programs that will lead to a **certificate or degree and/or career**.
- **You choose**, you decide what Pathway is right for you.

Career Pathways at Woodland Hills:

Arts and Communications
 Business, Finance and Information Technology
 Industry Technology
 Human Services
 Health Services
 STEM

In order to decide which Career Pathway is an appropriate option, students should consider the Pathway Clusters that are listed below:

Arts/Communications

- Performing Arts
- Visual Arts
- Publishing Arts

Business, Finance & Information Technology

- Marketing, Sales, Service
- Finance/Economics
- Business Management
- Information Technology

Industry Technology

- Construction/Skilled Technology
- Manufacturing/Transportation
- Apprenticeship
- Professional Services

Human Services

- Education
- Law, Public Safety, Government
- Hospitality and Tourism
- Personal Care/Counseling

Health Services

- Nursing
- Medical Assistance
- EMT/Support Services

STEM

- Science
- Technology
- Math/Architecture
- Engineering
- Health Sciences

Holland Code

Students will work closely with guidance counselors to determine which Career Pathway meets their interests. Students will be exposed to all areas of the curriculum through interest level learning beginning in the 7th grade. Students will complete a self assessment using the Holland Code which is a theoretical framework developed by psychologist John L. Holland. Each letter or code stands for a particular "type": **R**ealistic (Doers), **I**nvestigative (Thinkers), **A**rtistic (Creators), **S**ocial (Helpers), **E**nterprising (Persuaders), and **C**onventional (Organizers). Students can access the code at www.pacareerzone.org.

Students will have the ability to change Career Pathways if their interests change; however, it is recommended that all Career Pathways are chosen by their sophomore year.

NINE WEEK GRADES

Every course in which students are enrolled will yield a number of points, which will be used to help determine their Quality Point Average (QPA). All subjects are included. The number of points earned for a course is based upon the following formula:

	90-100%	80-89%	70-79%	60-69%	50-59%
All Courses	A = 4	B = 3	C = 2	D = 1	F = 0

HONOR ROLL

The Honor Roll is calculated at the end of each nine-week grading period. Only the grades from that nine-week's grading period are used in the calculation. Criteria for the honor roll are listed below.

Distinguished Scholar:	4.00 and above
High Honors:	3.50-3.99
Honors;	3.00-3.49

Students cannot be on the Honor Roll if they:

1. Have incomplete grades
2. Received any grade below 70%
3. Are in violation of the district's attendance policy

CREDIT RECOVERY

In order to assist students in earning all their required academic credits Woodland Hills High School has made available a credit recovery program. Credit recovery is available to all students who need to make up a course that has been failed. The credit recovery program utilizes the A+ learning management system in conjunction with one on one or small group instruction. In general, credit recovery is limited to required core academic courses (i.e. mathematics, English, social studies and science). Students taking a credit recovery course will take a mid-term and final exam that is proctored by a teacher certified in that area. There will also be other regular interaction between the student and the teacher during the term of the credit recovery course. The high school Guidance office can provide additional details on the credit recovery program.

BLENDED LEARNING ACADEMY

Woodland Hills defines the goal of a blended learning approach as the ability to join the best aspects of both face to face and online instruction. In addition to flexibility and convenience for students, according to research, there is early evidence that a blended instructional approach can result in learning outcome gains for certain students.

Students expressing interest in the Woodland Hills Blended Learning Academy are expected to have basic computer skills and be willing to follow all Academy guidelines. Students must be able to manage their time and to work productively in a less restrictive learning environment. The Woodland Hills Blended Learning Academy, as part of its registration process, will review current transcripts and course enrollment. A student may be denied enrollment if the District Staff determine that enrollment in the Woodland Hills Blended Learning Academy will not afford the student an opportunity to gain required credits and/or to meet graduation requirements in a timely fashion. Enrollment may be denied if the District Staff determine Academy course options do not allow a student to continue his/her studies in a particular content area or course options do not match a student's career focus and/or special interests.

Interested students and their parents/guardians must complete all district enrollment forms as a means of confirming residency and program eligibility. Upon receipt of registration forms and an academic transcript, a representative of the Woodland Hills Blended Learning Academy Program will review all documents and confirm program eligibility based on progress made toward Woodland Hills School District graduation requirements and current online course options. Once eligibility has been confirmed, the District Facilitator will contact each student to arrange an interview to discuss program expectations and guidelines and to discuss each student's online scheduling option. Each student should investigate the specific subject requirements needed for admission to post -secondary schools of his/her choice and/or course requirements specific to his/her area of career interest.

An orientation will be scheduled for those students/families who wish to finalize their enrollment in the Woodland Hills Blended Learning Academy. The orientation will cover topics relevant to login procedures, academic and technology support options, tips for online success, etc.

Students will be expected to meet face-to-face with their instructors at least once a week; however two to three times a week is recommended. The district will provide transportation on the arranged day/days. Students are expected to log into the course work each day for a minimum amount of time and work. Students are subject to all Woodland Hills policies and procedures. Please see your guidance counselor for more information.

TEAMING

The 7th Grade Academy will use the "teaming" concept that includes the core content area teachers who will meet during a common planning time. A reading specialist will be fundamental in working with the teams. There will be a focus on instruction, behavior, data and delivery, with an emphasis on cross curricular integration. The teams meet with students on a regular basis regarding academic progress and behavioral issues. Parents are engaged through telephone, email and face to face meetings for important individual student decisions. Academic success is the focus, and will be celebrated in various ways.

2016-2017 Course Descriptions

7th Grade Academy

Woodland Hills Junior Senior High School

ART



Art Education is not intended to make career artists out of all students; it is to enable them to be whole persons. Art is an important part of the lives of all people of all cultures. Without Art there would be no visual record of history. Art speaks to every person in different ways – emotionally and intellectually. Art is a living “language” that touches all people’s lives (i.e., styles of buildings, car design, furniture design, public sculpture, paintings, jewelry, etc.

Big Ideas:

- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- Artists use tools and resources as well as their own experiences and skills to create art.

Art 7 (607) grade 7 / semester

This class touches upon the 4 aspects of art: Production, Aesthetics, History/Culture and Criticism. However, there is an emphasis upon

student production. Students will identify and apply media, techniques, and processes, using knowledge

of structures and functions. They will evaluate a range of subject matter, symbols, and ideas. Student will comprehend the visual arts in relation to history and cultures and reflecting upon and assessing the characteristics and merits of their work and the work of others, while making connections between visual arts and other disciplines. *Length of course subject to change.*

BUSINESS, COMPUTERS & INFORMATION TECHNOLOGY



The

BCIT Department offers courses for students interested in learning more about software applications such as: Microsoft Office, programming, web design, photo editing, and business theory for their own use, for employment, and/or for advanced preparation for college.

Big Idea:

- Computer technology is a data management and communication tool essential for business and personal productivity, problem solving, and decision making in the global world.

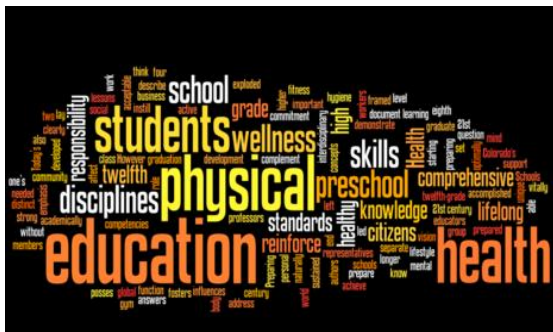
SOFTWARE APPLICATIONS 7 (900) grade 7 / semester

Software Applications 7 is a **required** semester course for all seventh grade students. In that course students will be provided with skills in the following areas computer applications (Word, PowerPoint, Excel, and Publisher), formatting/editing documents, creating student web pages, advanced Internet research assignments, proper student email usage,

grade 7 / semester

The focus of the Family and Consumer Sciences will help students develop responsible and positive attitudes toward their societal roles. Through lab experiences and simulated activities with peers, students will develop basic skills in sewing, clothing care, food management, care of others, and management of space and self. *Length of course subject to change.*

HEALTH & PHYSICAL EDUCATION



Physical Education and Health concepts are essential for wellness and a health-enhancing lifestyle. It is important to embrace some concept of physical activity because this has an impact on wellness throughout a lifetime. Participating in movement allows young people to feel confident and competent enough to choose to be involved in physical activity throughout their lives; it is integral to the well-being of self, others, and society. Also, communities are dependent upon a balance of personal well-being, safety, and social responsibility. How does practicing, and actively participating involve challenge, extend, and test students physical, mental, and emotional limits both individually and as part of a group? Leadership, teamwork, and interpersonal skills are developed when students are engaged in movement.

Uniforms: Proper dress requires students to change into a white t-shirt, athletic/basketball shorts, and tennis shoes. A sweatshirt and/or sweatpants are appropriate for outdoor classes only. A swimsuit and towel are required for PE 7.

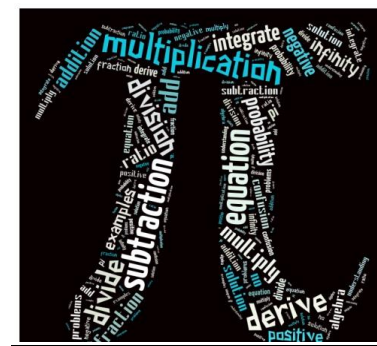
Big Ideas:

- Health concepts are essential for wellness and a health-enhancing lifestyle.
- Safety impacts individual and community well-being.
- Quality lifelong movement is based on scientific concepts/principles.
- Participation in physical activity impacts wellness throughout a lifetime.

AQUATICS/PHYSICAL EDUCATION 7 (1100) grade 7 / semester

Aquatics/Physical Education is a **required** class for all 7th grade students. Students will be able to determining an appropriate physical activity plan will support life-long personal health and fitness goals. Concepts of how regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime, will be demonstrated throughout the course. The swimming segment of the course is designed to teach swimming skills. Students will learn basic rescues, rescue breathing ratios, swim strokes readiness, stroke development, stroke refinement, equipment operation, and games. *Length of course subject to change.*

MATHEMATICS



Woodland Hills provides a cohesive, balanced, standards-aligned Mathematics program from seventh through twelfth grade. Throughout the program, students are engaged in an approach to learning mathematics content in **five strands** (number and operations, geometry, algebraic

concepts, and measurement, data, and probability). The program of learning balances inquiry and discovery through investigative experiences with skill development and procedural mastery. Students are given opportunities to investigate, hypothesize, and discover mathematical phenomena while seeing connections to real world content.

Big Ideas:

- Bivariate data can be modeled with mathematical functions that approximate the data well and help us make predictions based on the data.
- Spatial reasoning and visualization are ways to orient thinking about the physical world.
- Families of functions exhibit properties and behaviors that can be recognized across representations.
- Functions can be transformed, combined, and composed to create new functions in mathematical and real world situations.
- There are some mathematical relationships that are always true and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.

MATH 7 (201)

Grade 7 / 1 year

Math 7 will primarily focus on preparing students for two major themes. The first involves making sure students are learning the necessary skills in order to proceed to the next course level, Intro to Algebra or Algebra. The second involves making sure students are learning the necessary skills and concepts in order to score proficient or better on the PSSA. Each lesson developed will address both of these important themes and, at the same time, try to relieve any math anxiety that plagues many students. Appropriate pacing and differentiated instruction will occur to ensure that no students are left behind and challenges will be made available to those students who wish to excel in the area of mathematics.

INTRO TO ALGEBRA (202)

Grade 7 / 1 year

Intro to Algebra will primarily focus on preparing students for two major themes. The first theme will make sure that that students continue to build the foundation and necessary skills that will be required to succeed in Algebra 1, Algebra 2, and Geometry. Instructional time will focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. We will take a problem solving approach that will require students to be able to explain their reasoning and thinking process. Each lesson developed for class will address these important themes as well as keep each student actively engaged. Appropriate pacing will occur to ensure that no student is left behind and challenges will be available to those students who are able to excel in the area of mathematics. ***Students DO NOT receive High School credit for this course.***

ALGEBRA 1 (203)

grade 7 / 1 year

Prerequisite: Must have scored in the 80th percentile or higher on the Orleans-Hanna Prognosis Test.

Algebra I is a one-year course in algebraic reasoning. Students completing this course will demonstrate the ability to apply the laws and properties of real numbers, solve first and second-degree equations, identify and graph functions, solve systems of equations, factor polynomials, and use algebraic concepts to solve problems. This course serves as a foundation for Algebra II, Geometry and further mathematics courses. This course focuses on meeting the PA Core standards. ***Students DO NOT receive High School credit for this course.***

****Students who take this course in 7th grade must take the Keystone Exam at the end of the course.***

PERFORMING ARTS



The skills, techniques, elements and principles of the Arts can be learned, studied, refined and practiced and provide a medium to understand and exchange ideas.

Big Ideas:

- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes to assess quality, interpret meaning and determine value.
- The skills, techniques, elements and principals of the arts can be learned, studied, refined and practiced.
- The arts provide a medium to understand and exchange ideas.

SEVENTH GRADE ORCHESTRA (762)

grade 7 / 1 year

This class will concentrate on performing on an instrument, alone and with others. A varied repertoire of orchestral music of different styles and periods will be introduced. The focus will be on improving technique, notation, reading and ensemble playing. The students will learn proper performance etiquette. This class is performance oriented with two mandatory concerts per year.

SEVENTH GRADE CHORUS (764)

grade 7 / 1 year

Students will study correct choral techniques and music notation. Students will be introduced to proper ensemble rehearsal etiquette. The class will be expected to perform in unison and introduced to 2 and 3 part harmony singing. Two public performances are mandatory throughout the year.

SEVENTH GRADE MUSIC (766)

grade 7 / semester

This course offers a rigorous curriculum that explores various aspects of music. The primary method of learning music is through performance. It is divided into four main Centers. The Music Technology Center will help students learn to compose music through a program called Garage Band. The Guitar Center will help students learn how to perform and apply music theory. The Digital Instrument Station will introduce the students to the concept of “digital instruments.” Lastly the Drum Center will help students to learn to perform various rhythmic patterns on world drums. **Length of course subject to change.*

SEVENTH GRADE BAND (760)

grade 7 / 1 year

This class concentrates on performing on an instrument, alone and with others. A varied repertoire of music of different styles and periods will be used. Focus on improving technique, notation reading and ensemble playing will utilized. The students will learn proper rehearsal and performance etiquette. This class is performance oriented with two mandatory performances and possibly community functions.

SCIENCE

is mostly the teachers' tools for instruction, especially computers. While the computer is a technological tool, technology is much more. It is about how to apply technological solutions to the problems facing society. The aim is to solve problems and create opportunities within a realistic context. Students use their ingenuity with tools, materials, processes and resources to create solutions and opportunities for themselves and others.

Big Ideas

- Problem Solving
- Technological Design
- Inventions
- Modifying Technologies
- Engineering
- Manufacturing

INVENTION AND INNOVATION (801)

Grade 7 / semester

Students apply the design process in the invention or innovation of a new product, process, or system. Students study the history of inventions and innovations, including their impacts on society. Students learn the core concepts of technology and practice various approaches to solving problems. They participate in engineering design activities to understand how criteria, constraints, and processes affect designs. Students also develop skills in researching and communicating design information and reporting results. *Length of course subject to change.*

APPENDIX A**WOODLAND HILLS SCHOOL DISTRICT POLICY****105.1. CURRICULUM REVIEW BY PARENTS AND STUDENTS**

The Purpose The Woodland Hills School District is required by the State Board of Education to assure that parents have access to information about the curriculum. The district shall adopt policies to assure that parents have access to information about the approved curriculum, including student learning, outcomes as stated in the district's Strategic Plan (effective beginning 1997-98 school term), books and instructional materials, and assessment techniques. The district will make available existing information about the curriculum utilizing the following procedural steps:

1. The parent/guardian must submit a request, in writing, to the respective building principal stating the specific curriculum and/or material being sought for review.
2. The building principal will respond, in writing, within ten (10) school days by providing the time, date, and location of the review.
3. The respective building's guidance counselor, or another professional staff member designated by the building principal, will oversee the review of the requested materials.
4. Requested materials to be reviewed are not to be removed from the building, but photocopying is allowable and will be permitted in accordance with Photocopy Policy #711, adopted March 13, 1996.

105.2. EXEMPTION FROM INSTRUCTION

The Purpose The Woodland Hills School District is comprised of a population with a diversity of religious, ethnic, and cultural beliefs. This diversity is expressed in the belief statements of the district's Strategic Plan (effective beginning of 1997-98 school term). The Board assures parents/guardians the right to have their children excused from specific instruction which conflicts with their religious, ethnic, and cultural beliefs. The district shall adopt policies to assure that parents/guardians have their children excused from specific instruction which conflicts with their religious beliefs. The Woodland Hills School District shall excuse any student from specific instruction which conflicts with their religious, ethnic, and cultural beliefs subject to the following guidelines:

1. A request must be made by the parent/guardian, in writing, to the respective building principal, clarifying the specific instruction from which the student is to be excused. As used in this policy, the phrase specific instruction is defined as elements of instruction by the teacher. It does not include required learning outcomes as stated in the district's Strategic Plan.
2. The written request to be excused shall be sent by the qualifying parent/guardian or student to the building principal, in quadruplicate. One (1) copy shall be retained in the student's permanent school records. One (1) copy shall be kept by the school principal, and one (1) copy shall be

- submitted to the teacher from whose instruction the student is to be excused. One (1) copy shall be kept in the possession of the Superintendent or his/her designee.
3. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is being presented or is about to be presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or principal has a copy of the written request and the written request adequately describes the specific instruction.
 4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or the parents/ guardians.
 5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and does not require the provision of any extra resources by the district.
 6. The building principal shall determine where the student shall report during the time the student is excused.
 7. All students excused from specific instruction shall be required to achieve the learning outcomes established by the district in its Strategic Plan and are necessary for graduation.

130. HOMEWORK

Woodland Hills School District supports the role of homework as a pivotal factor in the educational process. Homework encourages development of self-discipline and associated good work habits, which, in turn, will improve academic skills and knowledge. This homework policy is intended to guide good educational practice, but not hamper the creativity and flexibility of individual teachers. Homework can motivate students and promote learning; but if improperly planned and not appropriate for individual students, it can be counterproductive. Homework can increase learning time, provide practice for classroom learning, and develop independence, initiative, and responsibility. Homework is neither punishment nor busywork, and it should not be assigned for disciplinary reasons. Finally, the purpose of this policy is to assure that a district-wide approach be used when utilizing homework in the instructional process. This policy, along with supporting administrative guidelines, is intended to focus on responsibilities of students, teachers, and parents in the appropriate use of homework at various levels and for various disciplines throughout the system.

Homework is defined as work that is planned or approved by the teacher for completion by students outside of the regular classroom, without immediate and direct supervision by the teacher.

Woodland Hills School District endorses the concept, which promotes four types of homework:

1. Practice assignments provide opportunities for students to continue what has been presented and practiced in class.

For example, a math teacher may assign additional problems for homework after a math concept has been presented and practiced in class. Such assignments can be effective when a skill needs practice, but become dull and counterproductive if used extensively with students who have the skill well in hand.

2. Preparation assignments have the purpose of preparing students for the next lesson. For example, a science teacher may assign the reading or study of textbook material in order to prepare students for a forthcoming class discussion. Preparation assignments serve their purpose best when students understand what is to be accomplished by completion of the assignment.
3. Extension assignments have the purpose of extending a previously learned skill or body of knowledge. For example, a social studies teacher may assign the reading of library reference material in order for students to gain additional insight into concepts being studied. Extension assignments are also long-term; but, more importantly, they focus on student production, not merely reproduction.
4. Creativity assignments provide opportunities for students to apply previously learned knowledge. For example, the English teacher may provide opportunities for students to respond to a piece of literature through written, artistic, or dramatic expression.

Finally, the following limitations are believed reasonable for each grade level.

<u>Grade</u>	<u>Total time at night</u>
7	20 min/subject 1-2 hours/night

Implementation of this policy is primarily the responsibility of classroom teachers. The superintendent will develop procedures and guidelines to provide direction for the staff.