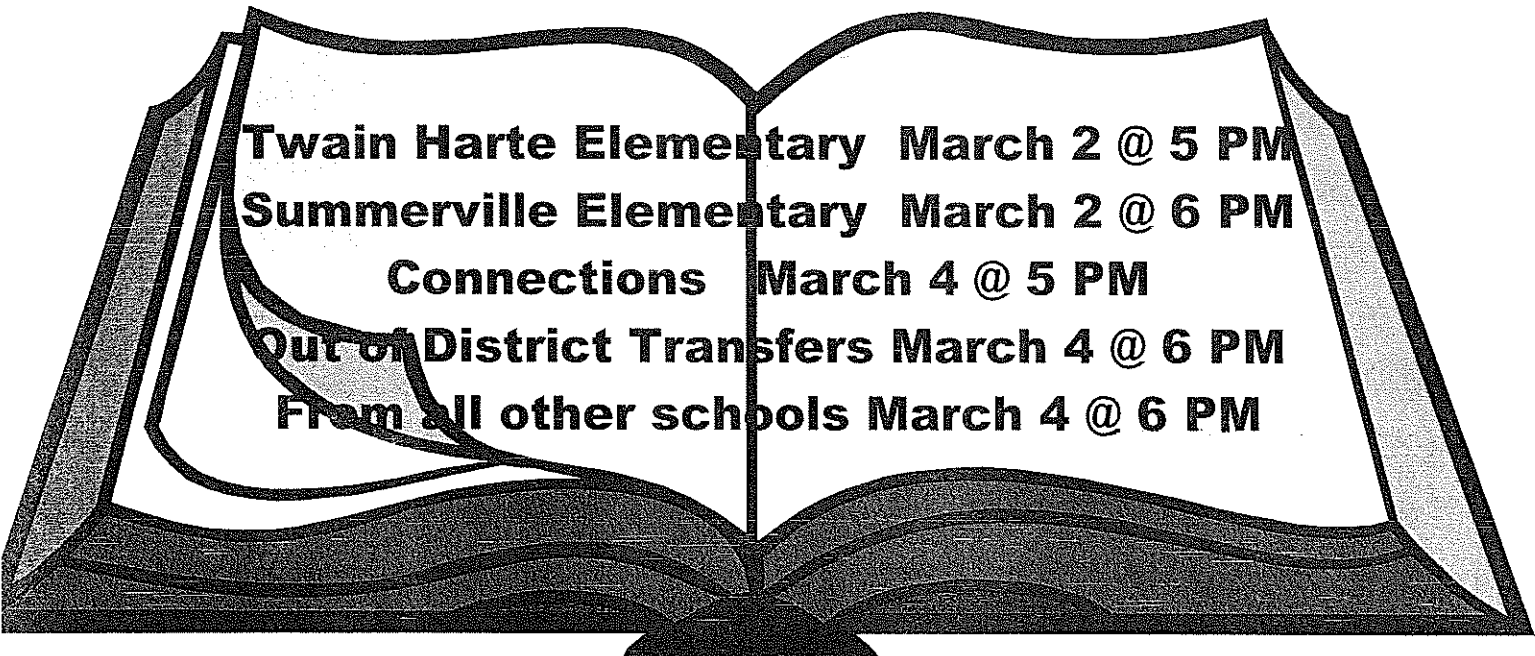


**FRESHMAN ORIENTATION
SUMMERVILLE HIGH
SCHOOL
CLASS OF 2025
VIA ZOOM!!!**



**Twain Harte Elementary March 2 @ 5 PM
Summerville Elementary March 2 @ 6 PM
Connections March 4 @ 5 PM
Out of District Transfers March 4 @ 6 PM
From all other schools March 4 @ 6 PM**

This online orientation is for parents and students and will feature: displays & information on the programs, activities and classes available to students.

Welcome home Summerville Union High School District students

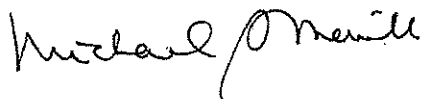
My name is Michael Merrill, and it is my honor to serve as your Superintendent. It is also my pleasure to welcome our newest Freshman class, forever known as the *Class of 2025*. You are entering high school at a great time. And we are truly excited to share in your high school opportunities. As a student new to our school, you should know that your pathway to success is lined with several choices that will help you to attain that success. One of those choices is setting goals that reflect the things you want to attain, and holding yourself to the highest standard to reach those goals. Another choice is centering yourself with a positive team that will help you to reach these goals. Your team should consist of equal parts parent/guardian support, school staff support, friends, and most importantly, you—yourself. Finally, no one will be totally successful without effectively communicating one's needs, desires, and wants. As a team, we will be successful if we continue to communicate in a way that allows each of us to help each other.

As you evaluate your future plans, I suggest that you get involved in Summerville High School activities, and create long-lasting friendships, keeping the following in mind:

- Don't limit your potential by simply accepting the easy way. Challenge yourself academically, artistically, athletically.
- Create a four-year academic plan that will not only challenge you to think, but allow you to access any career path at the end of your high school years, be it college, work, military, etc. Your goals and aspirations will change over time, so keep doors open for yourself.
- Count on people to be there to support you with making decisions. We have an excellent staff of professionals to assist students socially, emotionally, and academically.
- Involve your parents/guardians in your plans...count on them to be there not only as a resource, but also as an inspiration to do your best and be your best.
- Parents please continue to take an active part in your student's schooling. We need your voice to be heard, and we are here to support each other as we raise our students together.

Summerville High School District has a mission to equip students with the necessary skills to accomplish their goals. The end-result is not simply graduation, but preparation for life beyond. As Superintendent of Summerville Union High School District, please count on me to be one of your trusted resources. As a team made up of educators, families and community resources, our students will succeed.

It is my distinct pleasure to welcome you the *Class of 2025* to Summerville Union High School District. Go Bears!



Michael S. Merrill
Summerville Union High School District Superintendent

College Entrance Requirements

UNIVERSITY OF CALIFORNIA/ CALIFORNIA STATE UNIVERSITY SUBJECT REQUIREMENTS

A-G Coursework Subject Requirements

- | | |
|---|--|
| A. History/Social Science | 2 years (1 year of US History or 1 semester of US History and 1 semester of civics or Government AND 1 year of social science |
| B. English | 4 years (Composition, Literature, etc.) |
| C. Mathematics | 3 years (Algebra 1/Math I; Geometry/Math II; Algebra 2/Math III); 4 years recommended |
| D. Laboratory Science | 2 years, one of Biology and one of Physical Earth. 3 years recommended |
| E. Foreign Language | 2 years of same language required; 3 years recommended |
| F. Visual or Performing Arts | 1 year of same subject |
| G. College Preparatory Electives | 1 year coursework in addition to minimum requirements in subjects listed above |

UC Admission Information: www.universityofcalifornia.edu/admissions

Students interested in applying to a UC campus need to complete the 15 A-G requirements, with at least 11 finished prior to the beginning of their senior year, with no grade lower than a C, and at least a 3.0 GPA in these courses. Students may apply to UC campuses between November 1 and November 30 of their senior year.

CSU Admission Information: www.calstate.edu

Students interested in applying to a CSU campus need to complete the A-G requirements with no grade lower than a C. Students need to complete the SAT reasoning test or ACT no later than December of their senior year. Some campuses, such as Cal Poly, recommend students take the SAT or ACT no later than November of their senior year. Students may apply to CSU campuses between October 1 and November 30 of their senior year.

Graduation Requirements

ENGLISH:.....40

Eight consecutive semesters of English

SOCIAL STUDIES:.....30

Two semesters of World History; two semesters of U.S. History; one semester of U.S. Government; one semester of Econ/Civics.

MATHEMATICS:.....30

Six semesters selected from mathematics course offerings required of all students. All students must complete one year of Algebra or Math I.

SCIENCE:.....20

Four semesters of science required: one year Biology or Life Science, one year Earth/Physical Science.

PHYSICAL EDUCATION:.....30

Students must be enrolled for each of the first six semesters of high school. Six semesters must be passed.

FINE ARTS/FOREIGN LANGUAGE:.....10

Students must pass one year of a foreign language, art, music, film or drama. Students may substitute one year of vocational education courses for graduation requirements.

NON-DEPARTMENTAL:.....20

One semester of Health and one semester of Keyboarding/Careers during the freshman year and two semesters of Senior Seminar in the senior year.

OTHER COURSES:.....120

As indicated by major course of study and student's life plan.

TOTAL REQUIRED FOR GRADUATION:.....300

- a) Students transferring into the District from another high school shall be awarded credits toward graduation based on courses completed elsewhere without penalty resulting from a variation of local requirements.
- b) Students earning a comprehensive diploma must successfully complete a senior project.

For a complete list of courses available grades 9-12, go to our school website: www.summbears.net and click on "course handbook."

Freshman Course Information for Connections

AGRICULTURE

Introduction to Agricultural Science

This course presents a survey of the animal and plant industries in California from production to final consumption. In addition, the student studies how animals and plants affect human life. The student will be involved in an agriculture project as a "hands on" activity. Participation in FFA activities is an integral part of this course, and is required each semester.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9 and 10

ENGLISH

English 1

This course is designed to allow students to become analytical, reflective readers who will answer purposeful, profound questions about life and the human condition. Students will learn through such modalities as Socratic seminars, literature journals, class discussions, reading of novels, short stories, poetry, non-fiction and plays, and essay writing. Students will become critics of literature and will learn how to write meaningful theses and organize their writing and critical ideas effectively.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9

English 1 Pre-AP

This course is designed to allow students, at a rigorous rate, to become analytical, reflective readers who will answer purposeful, profound questions about life and the human condition. Students will learn through such modalities as Socratic seminars, literature journals, class discussions, reading of novels, short stories, poetry, non-fiction and plays, and essay writing and verbal presentations. Students will also study the different literary devices authors use to help readers better understand stories, and will critically examine and write about those tools.

Prerequisites: Placement test

UC/CSU: Yes

Target Grade Level: 9

FOREIGN LANGUAGE

Spanish 1

This is an introductory course designed for students with little or no previous study of Spanish. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on listening, speaking, reading and writing. Homework is integral to reinforce concepts and skills from class. Participation is a key requirement.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9, 10

Spanish 2

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means. Continuous effort to use the target language is essential. Active participation is a must!

Prerequisites: C or above in Spanish 1 UC/CSU: Yes Target Grade Level: 10, 11
or teacher approval

MATHEMATICS

Integrated Math IA

This course is designed to prepare students to take Math I. The course covers fundamental math skills in addition to pre-algebra concepts and an introduction to Math I concepts.

Prerequisites: Placement test UC/CSU: No Target Grade Level: 9

Integrated Math I

This course covers: organizing single variable data, problems and linear functions, proportional reasoning, and modeling situations using multiple representations. Students will understand linear equations, solving, graphing, intercepts and slopes. They will study area and perimeter, the Geometry and Algebra of right triangles, quadratics, statistical analysis and probability.

Prerequisites: Placement exam or C or above in Math IA UC/CSU: Yes

Target Grade Level: 9 or 10

Integrated Math II

This course covers: Tools of Geometry, introductions to proofs, properties of triangles, trigonometry, circles, three dimensional figures, introduction to quadratic equations, real number system, other functions and inverses, parabolas and probability.

Prerequisites: Placement exam or C or above in Algebra/Math I UC/CSU: Yes

Target Grade Level: 9, 10 or 11

Integrated Math III

This course teaches students to: Interpret data in a normal probability distribution, make inferences and justify conclusions, make decisions using complex probability models and search for patterns. Students will learn quadratic functions, polynomial expressions, equations and modeling, rational and radical functions. They will learn to graph exponential and logarithmic functions and trigonometric functions.

Prerequisites: Teacher recommendation or C or above in Geometry/Math II UC/CSU: Yes

Target Grade Level: 9 or 10

PHYSICAL EDUCATION

Coed Core PE

This course introduces students to a variety of team and individual activities including football, soccer, basketball, volleyball, hockey, badminton, pickle ball, kickball and softball. Students will also test in eight fitness categories each grading period. Students are graded on participating, dressing out, and fitness tests.

Health

This course emphasizes the importance of knowledge, attitudes and practices relating to personal health and wellness. It is designed to expose students to a broad range of issues and information relating to the physical, social and emotional aspects of personal health and well being.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Keyboarding/Career Development

This is a required course for all 9th graders, which gives them the opportunity to learn to keyboard using the "touch" method with proper keyboarding technique. It also allows students to develop job acquisition skills, work ethics, and a career pathway for high school and beyond. Students use Microsoft Word to format letters, reports and flyers; and Excel to prepare spreadsheets and graphs based on career assessment inventories. Students investigate career options, complete job applications and resumes and complete the "Get Focused...Stay Focused" curriculum.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

VISUAL AND PERFORMING ARTS

Art 1

Eligible Grades: All Prerequisites: None

The Art 1 course is a year-long introduction to the creative process of two-dimensional art-making. Students will explore a variety of art materials and techniques, including: charcoal, ink, colored pencil, watercolor, acrylic, printmaking, scratchboard, and more. As students gain hands-on experience with art, they will learn to use art-specific vocabulary to analyze artworks in personal, cultural and historical contexts. Students will consider the impact of visual art on society throughout history and understand art as a means of visual communication.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Drama

Beginning Drama students are introduced to the Stanislavski System, the beginning theatre student gains experience in the performing arts collaborative process. The beginning actor develops the following Student Learning Outcomes at the beginning level: acting, directing, audition techniques; exploration of theatre through cultural and historical context; formal and informal peer and self-evaluation; development of communication skills; and self-discipline, which are all applicable to career skills and life-long learning.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9, 10, 11, 12

Technical Theater This class would provide learners with a basic understanding of the practical application of all aspects of technical theater production. This would include the study of visual aesthetics, the physical theater, scenery design, set construction and painting, property construction and design, costuming, lighting, sound engineering and back stage organization. Career opportunities in the field of technical theater would be explored.

The instructor will work closely with on campus theater directors to design and build sets for after school productions and assist with sound and light support. Students will be encouraged to participate in the after school theater productions, both on stage and behind the scenes.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Throughout the year, students will learn basic rules of different sports and well as competitive spirit and sportsmanship. PE uniform (black shorts, white shirt) is required.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Dance/Ballet

Ballet I focuses on proper body alignment, strength and ballet technique. Students will be learning and applying ballet vocabulary with movement. They will be tested on vocabulary, accuracy of basic movement and ability to learn and perform choreography. The ballet curriculum is designed to help dancers create a strong foundation through repetitive movement and of ballet vocabulary. With focus on creativity, discipline and technical development, dancers will work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. Ballet II is designed to help dancers expand the fundamentals of ballet. Students must have at least one year of ballet instruction. A recital is required of all ballet students in the spring, with one school time performance and one evening performance.

Prerequisites: Connections student

UC/CSU: No

Target Grade Level: All

SCIENCE

Earth Science

Earth science is a course designed to meet the physical science requirement for graduation. Students must pass with at least 60% each semester to satisfy the graduation requirement. Students will develop an understanding and appreciation of the basic characteristics, history and processes of planet earth. They will realize that we interact with aspects of the earth system every day, understand the environment and natural hazards within the context of earth science and understand the interconnection between various earth processes and topics.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9

SPECIAL EDUCATION

Specialized Academic Instruction (Foundation)

This level of special education program is designed to meet the needs of students who have active IEP's and require academic support as individuals and in a small group setting. Students will receive guidance and assistance on study skills and completing work for outside classes, as well as assistance towards meeting IEP goals.

Prerequisites: Active IEP

UC/CSU: No

Target Grade Level: All

Specialized Academic Instruction (Basic)

This class works with students who have active IEP's and instruction is provided in small group settings. Students are given time to work on class work as well as homework from other classes in order to support individual goals set during the IEP meetings. Students are encouraged to develop structured organization skills and maintain regular communication with on-campus instructors regarding work load and assignments.

Prerequisites: Active IEP

UC/CSU: No

Target Grade Level: All

NON DEPARTMENTAL REQUIRED CLASSES

Filmmaking I

The Filmmaking I course is designed to give students a basic understanding of film production, history, and criticism. Over the course of the year, the class will be broken up into six units: Mis-en-Scene, Cinematography, Editing, Sound, Narrative Storytelling, and Animation/Documentaries. Each unit will contain films viewings, large scale, and lab assignments that examine elements and techniques of the specified unit. Students will learn and practice each stage of the production process, from concept to completion. Coursework involves learning how to use a variety of tools including Canon T6 DSLR cameras and Adobe Premiere Pro editing software. Students will have a chance to show their best work at the end of the year film festival.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Photography I

The purpose of this course is to provide students with a comprehensive knowledge about the basics of DSLR photography. The course will teach basic camera modes and principles, including f/stops, ISO, shutter speeds and achieving correct exposure. Students will also learn essential editing techniques with Adobe Photoshop and Lightroom. We will learn the history, art, and significance of traditional and digital photography and the role images play in our everyday lives. Students will participate in class field trips where they will have the opportunity to exercise photographic techniques and critique work from established photographers. Each student will create a blog to post their work and comment on the progress of their peers. The classes will display their best work in an end of the year gallery which will be open to the public. Through learning the fundamentals of this medium, students will begin creating a style of their own and learn how to communicate visually using skills taught throughout the course.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Instrumental Music

Beginning Band: This course is open to all students. Students will begin a systematic approach to learning how to read music on a selected instrument. Students will learn correct assembling and handling of instrument, body position, basic pitch and rhythm reading as well as basic music theory. Additionally, students will listen to a wide variety of music from all time periods, from Renaissance to contemporary. Beginning band students will be required to perform at a number of outside events, including parades, and the winter and spring concerts.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Advanced Band (Orange Crush): This class is open to all students who have had at least one year of beginning band or another school music program and have the ability to read music proficiently. Students will continue to develop advanced instrumental techniques and ensemble skills through the study of outstanding concert band and pep band literature. Like any performing group, students' efforts have a profound impact on the results. Preparation and participation at every rehearsal is of paramount importance. Members will be required to perform at a number of outside performances including community events, parades, winter and spring concerts as well as all home football and basketball games.

Prerequisites: 1 year music instruction

UC/CSU: Yes

Target Grade Level: All

Jazz Band (Zero Hibernation): This is a selective and specialized course designed to offer highly qualified musicians the opportunity to study and perform a variety of jazz styles. Emphasis is placed on advanced music reading and development of improvisation skills. This course is open to saxophones, trumpets, trombones, bass, guitar, piano and drums. This class meets zero period, from 7am to 7:50am. Additionally,

Zero Hibernation Jazz Band members are required to attend a large number of performances outside of school each year including winter and spring concerts as well as a variety of fundraisers and other community events. Members participate in festivals each year as well.

Prerequisites: Audition, 1 year band UC/CSU: Yes Target Grade Level: 10, 11, 12

Beginning Guitar: This course is open to all students. Students will begin a systematic approach to learning how to read music on the guitar. Students will learn correct handling of the instrument, body position, basic pitch and rhythm reading as well as basic chords and music theory. Additionally, students will listen to a wide variety of guitar music from all time periods from Renaissance to blues and rock. Students will have the opportunity to perform in small groups for the class. Students are encouraged to purchase a guitar workbook (approximately \$7).

Prerequisites: None UC/CSU: Yes Target Grade Level: All

Beginning Piano: This course is open to all students. Students will begin a systematic approach to learning how to read music on the piano. Students will learn correct handling of the instrument, body position, basic pitch and rhythm reading as well as basic chords and music theory. Additionally, students will listen to a wide variety of piano literature from all time periods from Renaissance to blues and rock. We will also examine the history and evolution of the piano/keyboard/synthesizer. Students are encouraged to purchase a piano workbook (approximately \$16).

Prerequisites: None UC/CSU: Yes Target Grade Level: All

Vocal Music

Varsity Choir: This is a beginning to intermediate vocal music course, focusing on the physical aspects of correct vocal tone production. All singers, from beginners to the experienced, are welcome in this class. Music of many styles and genres are explored, ranging from classical and folk to contemporary and showtunes. Students will further develop their knowledge of music fundamentals and sight singing, as well as increase their awareness of pitch and harmony. Students are required to perform in one fall and one spring evening concert.

Prerequisites: None UC/CSU: Yes Target Grade Level: All

ELECTIVES

Mechanics

This competency-based course prepares students for entry-level positions in the agriculture industry. Students will study farm equipment operation, repair welding, general farm maintenance including fence and shed construction, electricity, plumbing, concrete, surveying and rope work. This course includes classroom instruction and practical lab work on farm equipment. There may be a fee for the cost of materials for projects that will be taken home.

Prerequisites: None UC/CSU: No Target Grade Level: All

Biomedical Pathways

The Biomedical Pathways course is designed to be a project-based learning experience that embraces the 21st century learning style. In this course, students are presented with a scenario where they, as crime scene investigators work with a medical examiner to determine the cause of death of the victim. Through this experience, they learn about various medical careers, including doctors, nurses, morticians, crime scene investigators, toxicologists, food scientists, hematologists and 911 operators. This course provides continuous opportunities for hands-on experiments and cooperative learning tasks. It is designed to be the first of a four-course medical careers pathway and is open to students grades 9-11.

Language Arts Development I

This course follows EDGE curriculum and is designed to support students in the areas of reading, vocabulary development and critical thinking. This course supplements English 1 or 2. Throughout the year, students will explore essential questions of reading, writing and discover how critical it is to truly "know" academic language and use it in their everyday lives. Students will also become proficient writers who know how to make assertions and support those arguments with continual evidence.

Prerequisites: Teacher Rec or Admin Placement UC/CSU: No Target Grade Level: 9, 10

Math Support I and II

Math Support I course is to provide additional support to students in Math I or Math II to help them be successful in a rigorous math course. Math support II are for students enrolled in Math II, Math II, Pre calculus or Calculus. These courses are taught concurrently with the regular math class, giving extra time and guidance for students to complete their math homework and for students to have a deeper understanding of their course work. Students enrolled in this course may not enroll in study skills course.

Prerequisites: None UC/CSU: No Target Grade Level: All

Student Government

The purpose of this class shall be to encourage and coordinate all student activities; to settle all matters of general student concern, to secure greater cooperation, loyalty and good fellowship among the students and faculty; and to further knowledge of governmental procedures. Students are required to work on campus projects and maintain an activity sheet quarterly of their participation. This class is a 9th period class, and meets at 6:55am on Tuesdays, Thursdays, and every other Friday.

Prerequisites: None UC/CSU: No Target Grade Level: All

Study Skills

This course provides an opportunity for students to complete their homework in a study hall setting. Students will have access to the computer lab and library on occasion. This course is recommended for students who have extensive extra-curricular activities or other major time commitments. Students enrolled in this course are not allowed to enroll simultaneously in math support or teacher assistant, and must have at least 5 academic courses.

Prerequisites: None UC/CSU: No Target Grade Level: All

Summerville Union High School District is committed to providing equal opportunity for all individuals in education. District programs, activities and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or genetic information.



SUMMERVILLE ATHLETICS

2021-2022



ATTENTION STUDENT-ATHLETES and PARENTS...

ON-LINE REGISTRATION:

All student-athletes must have a parent/guardian register them for each sport they are interested in participating in, through our on-line process. **The on-line registration process will be available starting May 1st 2021.** Go to our school website (www.summbears.net) and click on the Athletics Tab. This will take you to our Athletic web page. Once there, click the "Registration" tab, open or set up your family account and easily progress through the steps needed to register. **(If you need more help, refer to the on-line registration instructions on our web page under "ANNOUNCEMENTS")** You must register your student for each sport separately but, once your student is registered for one sport, the information is saved. To add an additional sport, click on BEGIN REGISTRATION again. Also available online is the 2021-2022 Student-Athlete/Parent Handbooks, transportation forms, schedules, pictures, important links and more.

PHYSICALS FOR THE 2021-2022 SCHOOL YEAR MUST BE DATED AFTER MAY 1, 2021 – the forms are available to download during the registration process and on our web page under "RESOURCES". The PRE-PARTICIPATION EVALUATION FORM (including both the Health History and Examination attached here and are also available to download during the registration process.

The PREPARTICIPATION EVALUATION FORM (including the Health History and Examination forms) **must be returned to the Athletics office** once signed by the **MD or DO**.

BASELINE CONCUSSION TEST - All new student-athletes to Summerville/Connections HS, as well as all returning juniors are required to complete a new Baseline Concussion Test. Please email

Mrs. Osterhout - josterhout@summbears.net or phone – 928-4228 ext 6230 to set up an appointment to complete your concussion baseline test on campus.

We are looking forward to a fabulous year for Summerville Athletics and encourage all parents to get involved in helping our BEAR Boosters. For information contact the Boosters directly at bsummervillebears@yahoo.com or "like" them on Facebook, Summerville Bears Boosters. Thank you for your continued support!

Jennifer Osterhout
Summerville High School
Athletic Director
Grade Level Coordinator

Summerville High

9th Grade 2021-22

LAST NAME _____ FIRST NAME _____ DATE _____

POST GRADUATION PLANS

Check all that may apply.

- 4 year college
- Community college
- Trade/Technical school
- Military
- Other _____

REQUIRED COURSES
(circle one in each subject),

(CP) meets College Prep in this subject area

English

Teacher recommended:

101 English 1 (CP)

117 English 1 Pre-AP (CP) by exam and teacher approval

Mathematics

Teacher initials:

233 Math IA

179 Math I (CP)

180 Math II (CP)

Science

237 Physical/Earth Science (CP)

Non-Departmental

Last name begins with:

794 A-L Health

793 M-Z Keyboard/Careers

Physical Education

300 Coed Core PE

PARENT SIGNATURE _____

ELECTIVE COURSES (circle 3 choices)

Required Courses + Elective Courses = 8 periods
(CP) meets College Prep in this subject area

FINE ARTS

Art

- 451 Art 1 (CP)
- 804 Filmmaking 1(CP)
- 527 Photography 1 (CP)

Drama

- 805 Drama (CP)
- 797 Technical Theater

Vocal Music

- 667 Varsity Choir (CP)

Instrumental Music

- 659 Jazz Band (CP) by audition (0 period) must also take #658
- 658 Orange Crush Band (CP)
- 661 Beginning Band (CP)
- 668 Piano (CP)
- 670 Guitar (CP)

Foreign Language

- 351 Spanish 1 (CP)

CTE Certificate Pathways

Automotive Technology

- 531 Mechanics

Agriculture Science

- 401 Introduction to Ag Sci (CP)

Biomedical Pathways

- 245 Principles of Biomedical Science

Non-Departmental

- 282 Speech, Debate & Court Law

- 270 Student Government
(0 period- 6:55am2- 3x's per week)

May choose only one-

- 148 Language Arts Development
- 187 Math Support Class

846

848

Please circle which season(s) you will be involved in a sport
Fall Winter Spring

Sometimes elective choices are unavailable due to scheduling conflicts.
Please write the name and section number of 2 back up electives

#1 Course Name: _____ # _____

#2 Course Name: _____ # _____

Student Goals/Interests:

DATE _____ SUMMERTVILLE HIGH SCHOOL REGISTRATION FORM 2021-2022 ENTRY DATE _____

FROM: SUHS ISP LBHS MHS SFHS CSHS CONNECTIONS OTHER (CIRCLE ONE)
 TO: SUHS ISP LBHS MHS SFHS CSHS CONNECTIONS OTHER (CIRCLE ONE)

STUDENT'S LAST NAME	STUDENT'S FIRST NAME	MIDDLE NAME	OTHER LAST NAMES USED	GRADE	GENDER <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	DATE OF BIRTH	PLACE OF BIRTH (CITY/ST)
STUDENT'S MAILING ADDRESS		CITY/STATE	ZIP	STUDENT'S HOME PHONE			
RESIDENCE ADDRESS, IF DIFFERENT FROM MAILING		CITY/STATE	ZIP				
FATHER'S NAME LAST/FIRST	STUDENT LIVES WITH FATHER? <input type="checkbox"/> YES <input type="checkbox"/> NO	HOME PHONE	CELL#	EMAIL ADDRESS		DOES FATHER RECEIVES SCHOOL INFO? <input type="checkbox"/> YES <input type="checkbox"/> NO	
IS MAILING ADDRESS SAME AS STUDENT'S <input type="checkbox"/> YES <input type="checkbox"/> NO IF NO PLEASE LIST BELOW.		EMPLOYER		WORK PHONE/EXT			
MOTHER'S NAME LAST/FIRST	STUDENT LIVES WITH MOTHER? <input type="checkbox"/> YES <input type="checkbox"/> NO	HOME PHONE	CELL#	EMAIL ADDRESS		DOES MOTHER RECEIVES SCHOOL INFO? <input type="checkbox"/> YES <input type="checkbox"/> NO	
IS MAILING ADDRESS SAME AS STUDENT'S <input type="checkbox"/> YES <input type="checkbox"/> NO IF NO PLEASE LIST BELOW.		EMPLOYER		WORK PHONE/EXT			
STUDENT'S STEPFATHER/GUARDIAN	MAILING ADDRESS	HOME PHONE	WORK PHONE/CELL#	EMAIL ADDRESS		RECEIVES COPY OF SCHOOL INFO? <input type="checkbox"/> YES <input type="checkbox"/> NO	
STUDENT'S STEPMOTHER/GUARDIAN	MAILING ADDRESS	HOME PHONE	WORK PHONE/CELL#	EMAIL ADDRESS		RECEIVES COPY OF SCHOOL INFO? <input type="checkbox"/> YES <input type="checkbox"/> NO	
HIGHEST LEVEL OF EDUCATION-FATHER		<input type="checkbox"/> NOT A HS GRAD <input type="checkbox"/> HS GRAD <input type="checkbox"/> SOME COLLEGE <input type="checkbox"/> COLLEGE GRAD <input type="checkbox"/> GRAD SCHOOL/POST GRAD	DECLINE TO STATE/UNKNOWN				
HIGHEST LEVEL OF EDUCATION-MOTHER		<input type="checkbox"/> NOT A HS GRAD <input type="checkbox"/> HS GRAD <input type="checkbox"/> SOME COLLEGE <input type="checkbox"/> COLLEGE GRAD <input type="checkbox"/> GRAD SCHOOL/POST GRAD	DECLINE TO STATE/UNKNOWN				
OTHER CHILDREN OF FAMILY	DOB	RELATIONSHIP TO STUDENT	LIVES AT HOME:	SCHOOL ATTENDING			
			<input type="checkbox"/> YES <input type="checkbox"/> NO				
			<input type="checkbox"/> YES <input type="checkbox"/> NO				
			<input type="checkbox"/> YES <input type="checkbox"/> NO				

ETHNIC LIST - PLEASE NOTE - ONE OF THE FOLLOWING MUST BE MARKED- PLEASE CHECK ONE BOX ONLY!

HISPANIC OR LATINO **NOT HISPANIC OR LATINO**

AMERICAN INDIAN/ALASKAN NATIVE
 FILIPINO HISPANIC BLACK (NOT OF HISPANIC ORIGIN)
 WHITE (NOT OF HISPANIC ORIGIN)

ASIAN - PLEASE CHECK ONE BELOW
 CHINESE JAPANESE KOREAN
 VIETNAMESE ASIAN INDIAN LAOTIAN
 CAMBODIAN HMONG OTHER ASIAN

PACIFIC ISLANDER - PLEASE CHECK ONE BELOW
 HAWAIIAN GUAMANIAN SAMOAN
 TAHITIAN OTHER PACIFIC ISLANDER

HOME LANGUAGE SURVEY - ANSWER ALL THREE

STUDENT FIRST BEGAN TO SPEAK WHICH LANGUAGE:

AT HOME, STUDENT MOST FREQUENTLY SPEAKS:

LANGUAGE YOU SPEAK TO STUDENT:

EMERGENCY CONTACT: _____ / _____

NAME (LOCAL CONTACT) _____

PHONE NUMBER _____

RELATIONSHIP TO STUDENT _____

ARE YOU IN TRANSITION, LIVING IN A SHELTER, OR OTHER NONPERMANENT RESIDENCE? YES NO

ARE EITHER PARENT AN ACTIVE ARMED FORCES MEMBER? YES NO

ARE THERE ANY EXISTING COURT ORDERS INVOLVING STUDENT? YES NO

DID STUDENT PREVIOUSLY ATTEND SUMMERVILLE HIGH? YES NO

IS THERE A CURRENT EXPULSION ORDER ON STUDENT? YES NO

DOES STUDENT HAVE A CURRENT IEP OR 504? (Please circle which service plan) YES NO

IF YES, YOU MUST ATTACH A COPY OF THE MOST RECENT IEP OR 504

NAME OF LAST SCHOOL ATTENDED (ADDRESS IF POSSIBLE): _____