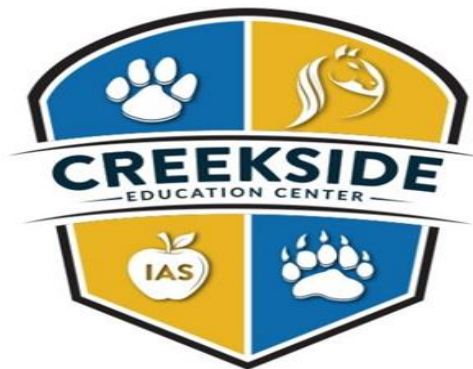


Creekside Education Center



2018-2019 Program of Studies

Grades 7-12



Creekside High School
San Joaquin Schools
3387 Barranca Parkway
Irvine, CA 92606
949-936-7400

Creekside Education Center

COURSE DESCRIPTION CATALOG AND EDUCATIONAL PLANNING GUIDE FOR GRADES 7-12 2018-2019

3387 Barranca Parkway
Irvine, California 92606
949-936-7400
24-hour Attendance Line
949-936-7401

IRVINE UNIFIED SCHOOL DISTRICT

Board of Education

Paul Bokota
Ira Glasky
Lauren Brooks
Betty Carroll
Sharon Wallin

District Leadership

Terry Walker - Superintendent
Cassie Parham - Assistant Superintendent
John Fogarty – Assistant Superintendent
Eamonn O’Donovan – Assistant Superintendent
Brienne Ford – Chief Technology Officer

CEC LEADERSHIP TEAM

Rebecca Roberts, Director
Natalie Hamilton, Coordinator, Alternative Education
Racquel Nedden, Coordinator, Online Learning
Robert Aristo, Psychologist
Marilyn Hale, Counselor
Lauren Bowie, Counselor

Creekside Education Center

Guiding Principles

Vision Statement

“Each student will leave Creekside Education Center with effective communication skills, cultural awareness, and the capacity to pursue a field of expertise that encourages each student to be a contributing member of society.”

Mission Statement

“Creekside High School and San Joaquin High School are dedicated to helping students achieve their individual potential through academic and personal growth.”

Our Motto

“Every Day is a New Day to Succeed.”

Student Learning Objectives:

- **Effective Communicators**
 - ✓ Read for retention and understanding
 - ✓ Communicate proficiently through speech, written expression, and technology
 - ✓ Listen actively and reflectively
 - ✓ Communicate in a socially respectable manner

- **Strategic Thinkers**
 - ✓ Employs higher level thinking skills
 - ✓ Demonstrate ethical thinking, decision making, and problem solving strategies
 - ✓ Utilize high level mathematical principals
 - ✓ Demonstrate positive nonviolent conflict resolution

- **Healthy Self-Directed Individuals**
 - ✓ Access career planning information
 - ✓ Identify personal strengths and abilities and apply them to potentially successful career and employment opportunities
 - ✓ Access and use information in order to adapt to a changing world
 - ✓ Make informed choices that promote appropriate social, physical, and mental health

- **Contributing 21st Century Citizens**
 - ✓ Demonstrate respect and tolerance within and across cultures
 - ✓ Contribute responsibly to the community
 - ✓ Demonstrate responsible civic involvement and participation
 - ✓ Access and use information and skills to enhance lifelong learning

Creekside Education Center - Notice of Non-Discrimination

Creekside Education Center is committed to equal opportunity for all individuals in education. Creekside Education Center programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, immigration status, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Creekside Education Center does not discriminate in enrollment in or access to any of the programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). The lack of English skills shall not be a barrier to admission to or participation in the High School's activities and programs. Creekside Education Center also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the High School's compliance coordinators.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Section 504 Coordinator: Sunghie Okino, Ed.D., Coordinator, Prevention and Intervention
3387 Barranca Parkway, Irvine, CA 92606, Phone (949) 936-7253

CTE Coordinator: Patsy Janda, 5050 Barranca Parkway, Irvine, CA 92604, (949) 936-5000

Title IX, Title 5, CCR Coordinator: Keith Tuominen, Ed.D., Director of Secondary Education
5050 Barranca Parkway, Irvine, CA 92604, Phone (949) 936-5047

Title II, Title VI Coordinator: Tammy Blakely, Coordinator of Student Services, 5050 Barranca Parkway,
Irvine, CA 92604, (949) 936-5000

For assistance in translating this document, please contact Language Minority Programs at (949) 936-8500 or Lang-Minority@iusd.org

The following IUSD policies are posted on the school and district web pages

[IUSD Complaint procedures](#)

[IUSD Sexual Harassment Policy](#)

[IUSD Nondiscrimination Statement](#)

What is Alternative Education?

Alternative education is more of a perspective than a program. It is built upon the beliefs that there are many varied ways to become educated, many types of educational environments, and different structures. Alternative education recognizes that everyone can be educated and it is in society's best interest to ensure that all are educated to at the minimum, a general high school education at the mastery level. To accomplish this requires that we provide a variety of strategies and options. Each student can find a "path" that is comfortable to facilitate individual learning and progress. The heart of alternative education is the teacher. Students involved in alternative education schools indicate that the most important characteristic of teachers is that they care for students. According to alternative educator Emmanuel Pariser, "the most powerful influence on students is friendly attention in a supportive atmosphere." A variety of IUSD educational settings provide learners choices to meet personal needs, styles, and goals.

Alternative Education in the Irvine Unified School District is based upon the following beliefs:

- All students can learn and succeed in a variety of ways.
- Learning is greatest when there are the highest expectations for student achievement.
- Confidence and competency build upon each other to enhance a student's sense of responsibility.
- There are many types of environments and structures for learning to occur.
- Alternative learning environments develop belonging, mastery, independence, and generosity.
- Learning is an active partnership between students, parents, community, and the school.
- Learning is evidenced by students' abilities to share what they know and what they can do.
- Learning is a lifelong process.

Success in the alternative programs in IUSD involve the 3 A's ... Attendance, Attitude & Achievement.

Attendance

Remember our motto is "Every Day Is A New Day To Succeed." Today you can and will do better (that's the attitude thing). LEARN from yesterday. Also, remember, we are here to help . . . so take advantage of us . . . be here! Your consistent attendance cannot be overemphasized and you are in charge and control of yourself.

Attitude

Your attitude, how you look at the world, will provide you the greatest chance for success. Much has been written about the "power of positive thinking" and clearly, if we see and think positively, we act and feel proactively about what we are doing, and what others are doing for us. Conversely, negative thoughts have an opposite, breaking-down effect. If we think negatively, negative things happen, and we see the bad, not the good, in our world. Because we are confronted daily with potential negatives, developing a positive attitude toward life is essential to combating and overcoming negative events and circumstances. Think positively and good will follow!

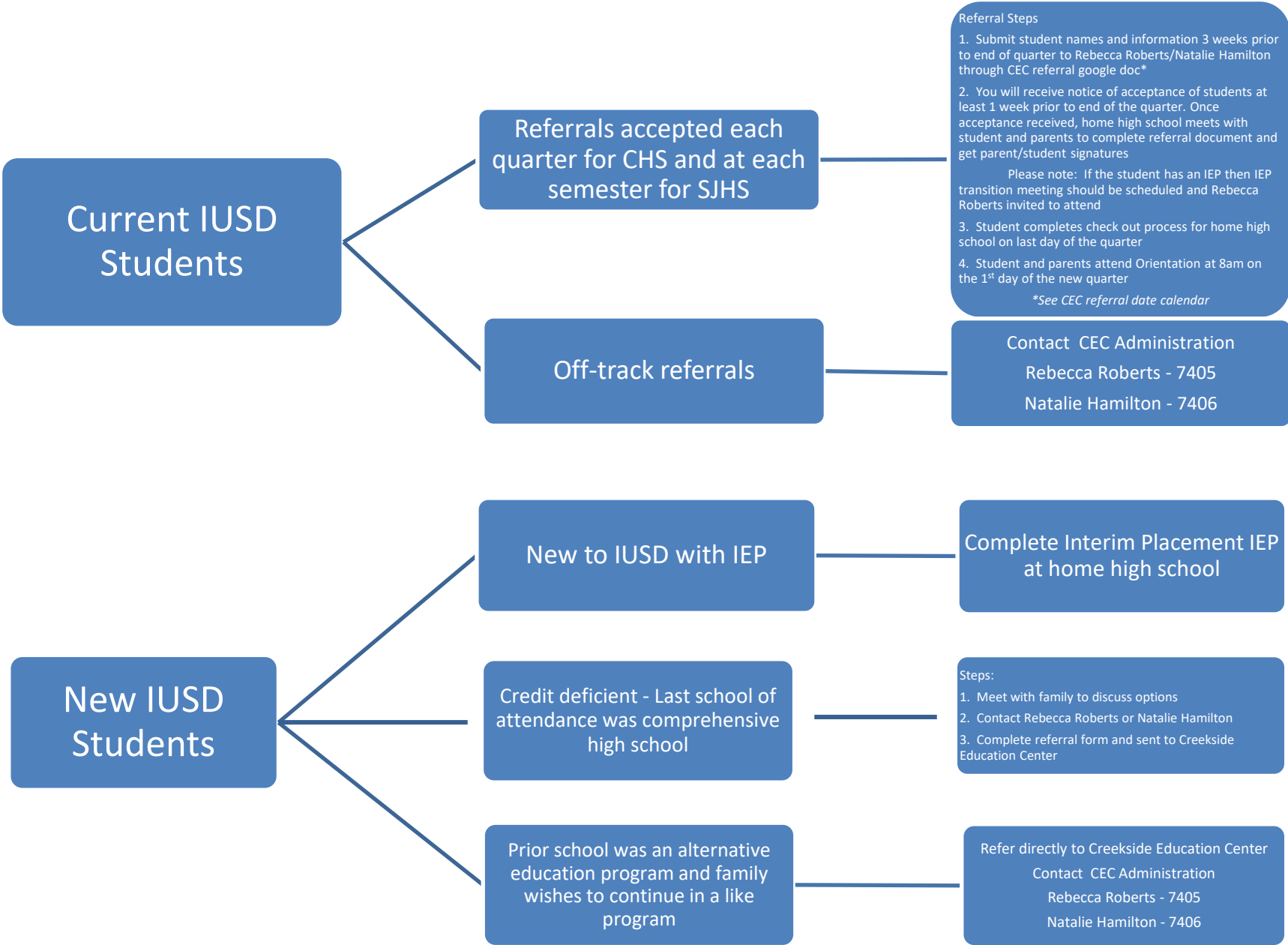
Achievement

Achievement means accomplishment. When you accomplish, you grasp goals and experience happiness. Our ultimate goal, (and we believe you want this also), is for you to earn your high school diploma and be prepared for post-high school opportunities, whether your return to your former high school or graduate from here.

Creekside Education Center Programs

School	Creekside High School	San Joaquin High School	Irvine Adult School	IUSD Home/Hospital
Type of Program	<ul style="list-style-type: none"> Alternative Education School Credit Recovery Graduation Track Small school/class setting Traditional bell schedule 	<ul style="list-style-type: none"> Independent Study College Prep courses Blended learning 1-3 days a week Voluntary placement 	<ul style="list-style-type: none"> Adult Learners Non-Credit ESL, Citizenship, and culinary classes Diploma courses leading to adult diploma 	<ul style="list-style-type: none"> Home Teaching Students with temporary acute medical issues Doctors note required 60 days max
Grade levels	<ul style="list-style-type: none"> 2nd semester 10 - 12 	<ul style="list-style-type: none"> 7 – 12 	<ul style="list-style-type: none"> 18 year old + 	<ul style="list-style-type: none"> K - 12
Type of Student	<ul style="list-style-type: none"> Credit Deficient Student in need of small school setting Students in need of personalized attention 	<ul style="list-style-type: none"> Self-motivated Self-starting Grade level skill level Positive attendance Credit current 	<ul style="list-style-type: none"> Adults 18 years old or older 	<ul style="list-style-type: none"> Students with acute medical issues Short term students unable to attend the comprehensive program
Course Offerings	<ul style="list-style-type: none"> Graduation requirements Limited A-G offerings Limited NCAA offerings See CEC program of study 	<ul style="list-style-type: none"> College Prep A-G courses AP Courses See CEC program of study 	<ul style="list-style-type: none"> Adult Diploma courses ESL courses Community Education 	<ul style="list-style-type: none"> Students remain enrolled in school of attendance with course work, grades, and credits coming from their teachers
Special Education Services	<ul style="list-style-type: none"> 2 Education Specialist 21 student caseload each max Directed English, Directed Study, Co-Lab US History, Co-Lab Math 1 <ul style="list-style-type: none"> Directed English Directed Study 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> IEP services provided by home school case carrier IEP team determines services
Other	<ul style="list-style-type: none"> Graduation Requirements – 215 credits Adult Diploma Option for students over 18 years old- 195 credits WASC accredited 	<ul style="list-style-type: none"> Graduation Requirements – 215 credits WASC accredited NCAA accredited Students placed in independent study must be placed voluntarily, that is, all parties must agree to the expectations of SJHS to remain enrolled 	<ul style="list-style-type: none"> Graduation Requirements – 195 credits PE requirement waived 	<ul style="list-style-type: none"> Not to be confused with IEP Home Instruction CEC administrators should be contacted for pre-placement meeting to ensure parents and students understand the program

Referral Process to Creekside Education Center



Welcome to Creekside Education Center

Creekside Education Center (CEC) houses 5 programs: Creekside High School, San Joaquin High School (blended learning), San Joaquin 7/8, Irvine Adult School, and Home/Hospital.

Creekside High School, the second oldest high school in Irvine Unified, was established in the summer of 1974 as the alternative high school for Irvine Unified School District. It was the result of efforts of a group of students, parents, teachers and administrators who challenged the assumption that a comprehensive high school is an appropriate learning environment for **ALL** students. In 1981 the Irvine Unified School District created an Independent Study Program and it was renamed San Joaquin High School in 1988. San Joaquin High School is an optional, alternative school where students are required to study 20+ hours a week, independently, in addition to a minimum of one hour of class-time, per class, every week. Some courses may require additional "on-site" time. Both Creekside and San Joaquin High School draw students from throughout IUSD's traditional high schools. We are a workable and proven choice to Irvine's larger, traditional high schools. Both schools are accredited through WASC, the Western Association of Schools and Colleges.

In September 2007 Creekside Education Center relocated to the corner of Barranca Parkway and Harvard Street. These facilities are located on 8.5 acres of a 20 acre school district site. The high school classrooms include a Career/College/Computer Center, a Digital Graphic Arts computer laboratory, a Mac lab, two science rooms, 2-D and 3-D Arts rooms adjacent to an outdoor ceramics laboratory, a state-of-the art Culinary Arts facility, and seven general education classrooms.

The Creekside Education Center also supports the district's 7/8 blended school program as well as the Irvine Adult School. The San Joaquin 7/8 blended program offers blended courses similar in format to those offered to San Joaquin High School students. Irvine Adult School offers classes for adults to earn a high school diploma, as well as for adults to learn English as a Second language.

A student's presence in Irvine Unified School District alternative programs place greater personal responsibility and discipline to respond, not only to graduation requirements, but to prepare themselves academically, socially, and emotionally for "life after high school." We are committed to our students becoming independent learners who are, ultimately, accountable for their own education and achievement of personal goals.

Our Creekside Education Center motto is: "Every day is a new day to succeed." We believe in the power of those words and in the destiny of each student to grow and develop in positive, successful ways.

Orientation Checklist and Information

Creekside High School, San Joaquin High School, and San Joaquin 7/8 offer orientation for new students and parents at various times throughout the year. The orientation process is necessary for a smooth transition to the alternative education programs.

CEC orientations are designed to ensure students have the skills necessary for proper placement, the knowledge of what to expect from their new school environment, and an opportunity to meet with counselors as they transition into their new school setting. Parents/guardians should be prepared to attend the orientation together with their student to gain an understanding of the CEC policies and other important information. New students will officially begin classes at CEC immediately following their orientation.

Important Registration Paperwork

The following paperwork is **required**. All on-line registration paperwork will also need to be completed. To get started, please log on to your Parent Portal account at www.myiusd.org. If you do not currently have an account, please click the “create new account” button. If you experience any problems or need extra help, please call (949)936-7407 for instructions. If you do not have access to a computer or a printer, we are happy to assist you during the orientation process.

Students will not be allowed to enroll until all paperwork is completed and received. In addition to completing the online registration process, please bring the information needed to complete the following documents with you to the orientation:

- ✓ **Residency Verification** – includes IUSD residency verification form. Additionally, two items verifying residency are required to be submitted, i.e. utility bills, or other approved method of identification, plus parent photo identification
- ✓ **Emergency Card** – Please fill in all information on both sides of card
- ✓ **Special Health Condition Card** – Please indicate any specific health concerns
- ✓ **CEC Handbook, Policies and Procedures Acknowledgement (Ticket to Register)**– Please sign and date this sheet to acknowledge acceptance of Creekside Education Center’s policies and procedures

Thank you and we welcome you to the Creekside Education Center!

Creekside Education Center Information

Our Vision:

“Each student will leave Creekside Education Center with effective communication skills, cultural awareness, and the capacity to pursue a field of expertise that encourages each student to be a contributing member of society.”

Our Motto:

“Every Day is a New Day to Succeed!”

Our Mission:

“CEC staff are dedicated to helping students achieve their individual potential through academic and personal growth.”

Student Learning Objectives:

- **Effective Communicators**
 - ✓ Read for retention and understanding
 - ✓ Communicate proficiently through speech, written expression, and technology
 - ✓ Listen actively and reflectively
 - ✓ Communicate in a socially respectable manner

- **Strategic Thinkers**
 - ✓ Employs higher level thinking skills
 - ✓ Demonstrate ethical thinking, decision making, and problem solving strategies
 - ✓ Utilize high level mathematical principals
 - ✓ Demonstrate positive nonviolent conflict resolution

- **Healthy Self-Directed Individuals**
 - ✓ Access career planning information
 - ✓ Identify personal strengths and abilities and apply them to potentially successful career and employment opportunities
 - ✓ Access and use information in order to adapt to a changing world
 - ✓ Make informed choices that promote appropriate social, physical, and mental health

- **Contributing 21st Century Citizens**
 - ✓ Demonstrate respect and tolerance within and across cultures
 - ✓ Contribute responsibly to the community
 - ✓ Demonstrate responsible civic involvement and participation
 - ✓ Access and use information and skills to enhance lifelong learning

Administration

Director/Principal, Alternative Education - Dr. Rebecca Roberts
rebeccaroberts@iusd.org

Coordinator/Assistant Principal, Alternative Education - Natalie Hamilton
nataliehamilton@iusd.org

Coordinator, Online Learning – Racquel Nedden
racquelnedden@iusd.org

Psychologist - Robert Aristo
robertaristo@iusd.org

Counseling Staff

Lauren Bowie
laurenbowie@iusd.org

Marilyn Hale
marilynhale@iusd.org

Guide to Enhance Student Success

The education of students requires a continuous partnership between parents, teachers, and community. Parents are critical parts in helping students receive an education. The staff at Creekside Education Center have provided ideas to assist parents in this vital task:

- Meet the school support personnel involved with your teen's education such as Director/Principal, Assistant Principal, Counselors, Nurse, Psychologist, or Campus Control Assistants, and Irvine Police Department School Resource Officer. Find out how they can help you and your teen
- Request a conference to discuss any problems and follow up on referrals offered

Who to Contact?

Information and/or Concerns	Contact Name	Title	Ext.
Attendance Issues	Lori Hirano	Attendance Clerk	7404
Health Issues	James Matejcek Kelly Flathom	Nurse Health Clerk	7411
Special Education	Robert Aristo	Psychologist	7412
Guidance & Personal Issues	Lauren Bowie	Counselor	7413
Guidance & Personal Issues	Marilyn Hale	Counselor	7423
Wellness and Mental Health		Wellness Coordinator	7487
Records & Transcripts	Sue Campbell	Records Clerk	7407
Campus Security	Roberta Meola Marcial Diego	Campus Control Assistants	7416
Irvine Police Support	Det. Clay Rinker	IPD School Resource Officer (SRO)	7418

Resources for Success

In order for your student to be successful, please take the time to consider these valuable points:

- Know the school rules and regulations – they are included in this handbook
- Know when report cards are due, review the information available on Parent Portal regularly, attend "Back to School Night", and participate in Parent Groups/School Site Council
- Attend individual family counseling referrals or request information on parenting classes and community counseling
- Maintain regular contact with the Attendance Clerk if regular attendance is a concern
- Provide a quiet place for your student to complete extra credit work.

MyIUSD.Org – The Parent Portal Connection

The **MyIUSD.Org** Parent Portal is IUSD’s parent information service. It allows parents to view information over the Internet regarding their student. The Parent Portal is a secure and private online resource that provides rapid access to your son or daughter’s attendance, grades, and unofficial transcript. To be connected to **MyIUSD.Org** Parent Portal, you must have a computer with Internet connection. To access the **MyIUSD.org** Parent Portal, please click on <https://my.iusd.org/> Parents, we would like to remind each of you regarding how easy it is to contact us: Our website contains both telephone numbers and e-mail addresses for all faculty and staff.

Website –

Information about all our programs may be obtained by going to the website provided via the Irvine Unified School District website at www.iusd.org and navigating to each program at the CEC.

Teacher Conferences

Teachers have time each day to meet with parents and students. Students, please use this opportunity to better communicate with your teachers when class time isn’t a good time, when you need some extra help or when you want to talk about an extra-credit project related to the course. Please contact teachers directly to schedule an appointment/conference.

School Site Council

The purpose of the School Site Council (SSC) is to serve as the school community representative body for determining the focus of the school’s academic instructional program and all related categorical resources. The actions of the SSC constitute the first step in a formal process for developing improvement strategies and for allocating resources to support these efforts.

The School Site Council meets approximately three to four times during the school year. These meetings are normally on Wednesdays at 2:30 pm in the Conference Room.

Please consider this opportunity to become involved in the education of your child by becoming a member School Site Council. ***We elect two parents to serve on the council. If you are interested in serving on the School Site Council, please contact Dr. Roberts or Mrs. Hamilton.***

Creekside High School

Main Number: 949-936-7400 Fax line: 949-936-7409 Extension: 949-936-xxxx

ATTENDANCE LINE: 949-936-7401

DIRECTOR/Principal	Dr. Rebecca Roberts		7405
COORDINATOR/Asst. Principal	Natalie Hamilton		7406
SCHOOL PSYCHOLOGIST	Robert Aristo		7412
Behavior Counseling specialist	Jessica Conquest		7492
Career Link	TBD		7438
LAN	Pat Haxby		7458
Project Success	TBD		7487
Food Services	Eliana Salinas		7410
ROP	Patty Voisinet		7438
School Resource Officer	Det. Clay Rinker		7418
Artiano	Vicki - Teacher	Rm 4	7421
Bowie	Lauren – Counselor		7413
Broughton	Alnida - Teacher	Rm 8	7448
Browder	Melissa - Teacher	Culinary Arts Facility	7470
Brunner	Bonnie – Teacher	Rm 7	7447
Campbell	Sue – Records		7407
Chabot	Aaron – Teacher	Rm 5	7445
San Joaquin High School	Room 1		7440
Davenport	Terry – Administrative Asst. to Director		7402
Diego	Marcial – Campus Control Assistant		7416
Fowler	Melinda – Teacher	Rm 3	7439
Garcia	Jose – Head Custodian		7434
Gonzalez	Esmerita – Clerk/Reception (Irvine Adult School)		7456
TBD	Wellness Coordinator		7487
Hale	Marilyn – Counselor		7423
Health Office	James Matejcek – Nurse		7411
	Kelly Flathom - Health Clerk		7411
Hirano	Lori - Clerk (Attendance)		7401/7436
McKee	Brooks – Ed Specialist – Home Teaching		7437
Lloyd	Dana – Clerk (Irvine Adult School)		7454
Meola	Roberta – Campus Control Assistant		7416
Pace	Mat - Teacher	Rm 12	7422
Robin	Sam – Teacher	Rm 9	7449
Santiago	Joshua – Teacher	Rm 6	7446
Stock	Megan - Teacher	Rm 14	7461
Thede	Sara - Teacher	Rm 10	7451
Vermeeren	Keith – Teacher	Rm 13	7428

SAN JOAQUIN MIDDLE SCHOOL 7/8

Telephone Contact List

Main Number 949-936-7440 **Fax Line:** 7429

Komara	Sandra - Teacher	7488
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SAN JOAQUIN HIGH SCHOOL

Telephone Contact List

Main Number 949-936-7440 **Fax Line:** 7429

Chabot	Aaron – Teacher	7445
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Miller	Kaylee – Teacher	7442
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Robin	Sam – Teacher	7449
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Smith	Lynda – Secretary	7453
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Stock	Megan – Teacher	7461
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Zimmerman	Kayla – Teacher	7404
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CREEKSIDE

BELL SCHEDULE



1st BELL – 7:55

COUGAR DEN 2:00 — 3:00 PM
Tuesday, Wednesday, Thursday

MONDAY DISMISSAL AT 12:02 PM (Early Out/Collaboration)		TUESDAY— FRIDAY DISMISSAL AT 1:55 PM	
PERIODS 1 through 7		PERIODS 1 through 7	
1 st Bell	7:55	1 st Bell	7:55
Period 1 (Advisement)	8:00 – 8:07	Period 1 (Advisement)	8:00 – 8:17
Period 2	8:10 – 8:40	Period 2	8:20 – 9:07
Period 3	8:43 – 9:13	Period 3	9:10 – 9:57
Period 4	9:16 – 9:46	Period 4	10:00 – 10:47
Snack	9:46 – 9:53	Snack	10:47 – 10:54
Period 5	9:56 – 10:26	Period 5	10:57 – 11:44
Period 6	10:29 – 10:59	Period 6	11:47 – 12:34
Period 7	11:02 – 11:32	Lunch	12:34 – 1:04
Lunch	11:32 – 12:02	Period 7	1:07 – 1:55
LATE START SCHEDULE DISMISSAL AT 2:02 PM		A/B ASSEMBLY SCHEDULE DISMISSAL AT 1:55 PM	
PERIODS 1 – 7		PERIODS 1 – 7	
1 st Bell	9:55	1 st Bell	7:55
Period 1 (Advisement)	10:00 – 10:07	Period 1 (Advisement)	8:00 – 8:17
Period 2	10:10 – 10:40	Period 2	8:20 – 9:00
Period 3	10:43 – 11:13	Period 3	9:03 – 9:43
Period 4	11:16 – 11:46	Snack	9:43 – 9:50
Snack	11:46 – 11:53	Period 4 – A	9:53 – 10:33
Period 5	11:56 – 12:26	Period 4 – B	10:36 – 11:16
Period 6	12:29 – 12:59	Period 5	11:19 – 11:59
Lunch	12:59 – 1:29	Period 6	12:02 – 12:42
Period 7	1:32 – 2:02	Lunch	12:45 – 1:12
		Period 7	1:15 – 1:55

IUSD High School Diploma Pathways

All high school diplomas require students to pass these minimum courses and credits:

Credits	Course	Credits	Course
40	English	5	American Government
20	Math (including 10 Alg. 1/Math 1 credits)	5	Economics
20	Science (including 5 Physical Science credits and 5 Life Science credits)	5	Health
10	World History (A/B)	10	Foreign Lang/Art/CTE
10	United States History (A/B)	20	Physical Education
70	Elective courses		

Total Credits = 215

Students who complete all required courses and all required credits, prior to the date of graduation, are invited to participate in the commencement ceremony at their school of enrollment. Students who need to meet one or more requirements may earn an IUSD diploma by following one of the plans below:

Type of Diploma	Minimum Required Credits*	Minimum Required Courses*	Required Timeline for Courses and Credits	Other Requirements
Earn a Diploma from your IUSD home high school	215 Credits	All course requirements	Finish all required course work and credits no later than July 31st following your June commencement date	
Earn a Diploma from Creekside or San Joaquin High School	215 credits	All course requirements	Finish all required course work and credits no later than July 31st following your June commencement date	Student must be referred to Alternative Education by high school counselor or administrator
Adult School Diploma from IUSD	195 Credits	All course requirements; however, PE or 20 credits of electives may be waived for adult diploma students	Flexible. Coursework is completed through Irvine Adult School	Students must be 18 or older

College/Career Support

Our Mission is to provide a comprehensive, coordinated counseling program addressing the academic, college/career, personal and social development of all students. We advocate for all students and believe that every student can achieve his or her maximum potential. In partnership with the Irvine Unified School District, parents, or guardians, and the community, the school counselors at Creekside Education Center ensure that all students have access to the skills and knowledge required to become productive and successful members of society. Our school counselors are dedicated professionals who are well-versed in assisting students explore post-secondary options. Counselors meet regularly with students and parents to research options and offer workshops to support college and career planning.

For additional information concerning Naviance, college entrance requirements and applications, please visit our college handbook on our website (www.iusd.org/sjhs/).

Earning Credits at Creekside High School

Completion of course requirements that earn credits towards graduation and meet Student Learning Objectives is required of all students. Additionally, accelerating the pace of earning credits is a hallmark of alternative school programs and available at Creekside High School. Consistent attendance is a necessity for success and cannot be overemphasized.

By accelerating course credit through Cougar Den iCAN contracts students are able to catch-up, get ahead, and even graduate early from high school. However, students need to be reminded that there are deadlines and due dates, expectations of attendance, and expectations of performing in, and outside, of school.

Consistent, diligent work on a daily basis is how students earn regular and accelerated credits. This requires meaningful long and short term goals, responsible planning, consistent monitoring, and personal commitment to earn up to 33 credits per quarter. It can and does happen, but it takes work.

Earning Regular Credits – (3 credits per quarter, per class)

In order to receive class credit, a student is expected to:

- 1) attend all classes daily with few absences
- 2) arrive to class on time
- 3) work diligently using class time wisely – participation and productivity is part of your grade
- 4) complete daily classroom assignments thoroughly and accurately and make up work missed due to an excused absence
- 5) meet class/course, curriculum, and teacher-designed objectives based on California Curriculum Standards
- 6) Pass the class with a D- or above

Earning Credits at San Joaquin High School

A student will earn 5 credits per course for each course that is completed with a D- or higher, per semester, through San Joaquin. The student is required to meet with a teacher for a minimum of one hour per course, per week, at the scheduled weekly meeting. Some courses may require additional "on-site" time. Additional supervised time may be required, depending on individual student and program needs. Additionally, a student is required to do a minimum of 20 hours per week of assigned homework to remain in and be successful in blended learning.

To be successful, a student must exhibit maturity, personal discipline, and independence. The amount of on-site, school class work may vary according to student needs as determined by the teacher.

Blended learning is an optional educational alternative that students voluntarily select.

Success in blended learning requires motivation and a strong commitment on the part of the student and, especially for a young student, his/her parents or guardian. Course contracts set educational objectives, resources to be used, and a method to evaluate successful completion of the agreement.

State law provides that the education that students receive in blended learning be at least equal in quality and quantity to that offered in a traditional classroom setting.

Blended learning is not an easier way to earn credits or a quick way to graduate. Blended learning is an alternative to classroom instruction, not an alternative curriculum. Blended learning requires a high degree of personal responsibility. Students who do not meet the school expectations will be withdrawn and referred to another placement.

If a student fails to complete three, misses three scheduled meetings, or falls behind 60 or more hours in blended learning assignments, an evaluation of enrollment will be conducted to determine whether it is in the student's best interest to continue in blended learning. The purpose of the meeting is to ensure the school, parents and students understand the master agreement, attendance requirements, and consequences if enrollment in the program were to continue. At the meeting it will be determined if:

1. The student may remain blended learning
2. The student will remain in blended learning with specific direction to remain in the program.
3. The student will be referred to a traditional school or Creekside High School (high school students only).

Creekside Education Center process for course approval must be followed for all courses taken outside of San Joaquin High School.

Grading System

All courses at CEC are graded on an A to D- scale for the earning of credits. The grade of F receives no credit. Note these exceptions: Teacher's Asst., Student Asst., Private Instruction, Work Experience and Off Campus Independent Study are Pass/Fail courses. In rare exceptions, assigning a "P" for an academic class may be more appropriate (CHS students only). Any exceptions are initiated by administration and require consent from the teacher of record, student, and parent.

Letter grades measure student performance to prescribed standards.

- A** = well above minimum standard
- B** = above minimum standards
- C** = meets minimum standards
- D** = below minimum standards
- F** = does not meet minimum standards

For more information about specific course expectations, please refer to the class syllabus or contact the teacher directly.

Repeat Credit Policy

Our intention is to follow the current UC practice, whatever that may be at the time. Currently, if a student earns a "D" or an "F", and earns a "C" or higher in the repeat course, the repeated grade is used in calculating the GPA.

If a student repeats a class in which the original grade of "C" or higher was earned, the repeated grade

is **not** used in calculating the GPA.

Citizenship

Citizenship is the term used to describe student conduct in the classroom, on campus, and at school functions. Two distinctions are made in evaluating citizenship.

Satisfactory indicates contributing in a positive way as to enhance the learning process

Unsatisfactory indicates negative attitudes that deter progress of the student and the class. Examples: academic honesty violations, off-task behaviors, excessive tardies or absences, coming to class unprepared, inattention and misconduct.

In addition, an unsatisfactory citizenship grade may affect participation in school co-curricular activities and events, as well as restricted enrollment in certain courses. In severe cases, it may result in a shortened school day.

EARNING ADDITIONAL CREDITS

School Success (Creekside High School)— We believe students receive greater individual attention and security within smaller learning communities; our School Success program ensures that each Creekside Education Center student remains focused on Career and/or college decision making, academic skill building, and social emotional awareness. Students meet in their School Success class five days a week, and during this time, students will also receive important information regarding campus events and discuss school-wide issues. Students may earn 3 credits per quarter in School Success.

Accelerated Credit (Creekside High School) – Creekside students have the opportunity to earn an additional two credits per academic class, per quarter, for a total of 5 credits per quarter. Students interested in this option will work with the teacher on record of a course and enter into an iCAN (Independent, Contracted and Negotiated) Contract with that instructor. Each contract is worth up to one credit and delineates the expectations and requirements for completion in detail.

Creekside Leadership Academy (CLA) – CLA offers students selected for the program an opportunity to earn an additional 3 credits per quarterly session. CLA is a partnership between Creekside High School and the City of Irvine Youth Action Team. Students participate in various activities three days a week (Tues, Wed and Thurs) at 2 PM and are expected to commit to the program for 6 weeks.

Community Service – CEC believes strongly in the importance of personal development through community service. The benefits of a community service experience for high school students are well known and include not only significant contributions to the community, but personal growth rewards that cannot be achieved in other ways. Students who engage in service outside of their school day may be eligible to earn credits for their commitment to improving their communities. CEC will award one elective credit for every 20 hours of community service, provided the following conditions are met:

1. The organization where community service is performed must qualify as a non-profit
2. Students must submit an official document from the organization on company letterhead, detailing the work performed and the number of hours completed
3. Students must submit a one-paragraph written reflection, outlining their experience

Work Experience – Like Community Experience, there are many benefits associated with part-time work for teens. In addition to learning important skills and the value of responsibility, part-time work often leads to higher levels of self-confidence. CEC will award one elective credit for every 20 hours of work, provided the following conditions are met:

1. Any student under the age of 18 MUST have a work permit on file. Please see your counselor or front-office staff for assistance
2. Students must be legally employed
3. Students must maintain positive attendance of 90% or above
4. Students must maintain a minimum GPA of 2.0
5. Students must submit paystubs from their employer to their counselor

Coastline Regional Occupational Programs (ROP)

ROP is a unique educational program designed to provide students with the opportunity to explore, discover or confirm their career interests. Choosing the right job, the right college or the right career path can be a long and difficult endeavor. Education, experience and exposure can make this process easier. Early exposure, preparation and experimentation by taking classes specific to a career pathway are solid steps toward future success. ROP classes are offered in each of the five career pathway areas: Arts and Communication, Business and Marketing, Health Sciences and Science and Technology. Classes are held at various high school and business sites throughout Orange County. Students are responsible for their own transportation, including to and from internship sites. Classes with an (unpaid) internship or cooperative arrangement earn 5 - 10 credits per semester, and classes without an internship or cooperative arrangement earn 5 credits per semester. ROP semesters run concurrent to the CEC calendar. Credits are shown on the transcript as elective units. Classes are open to students 16 years of age and older. Some ROP Classes are accepted for UC/CSU approval. For additional information, contact the ROP Career Specialist in the College and Career Center.

ROP CLASSES OFFERED – may be subject to change

ARTS AND COMMUNICATIONS

Broadcast News
Computer Graphics
Entertainment Art
Environmental Horticulture
Internship Theater Technology
Video and Film Production
Visual Imagery
Digital imagery

BUSINESS AND MARKETING

Banking/Financial Services Business Internship
Careers in Fashion Computerized Accounting E-Marketing
Entrepreneurship Office Technology
QuickBooks
Retail Sales/Merchandising Internship
Retail Sales/Merchandising Cooperative

HEALTH SCIENCES

Animal Health Care Internship
Dental Assistant/Front Office
Dental Assistant Internship
Emergency Medical Responder
Emergency Medical Technician (EMT)
Medical Assistant Back Office Internship
Medical Assistant Front Office Internship
Medical Nursing Careers Internship

Medical Terminology
Medical Office Management & Billing
Nursing Assistant Pre-certification (CNA) Internship
RDA Preparation
Sports Medicine

PUBLIC SERVICES

Administration of Justice
Baking and Pastry Fundamentals
Careers in Education
Careers with Children Internship
Careers with Children – Cooperative
Crime Scene Investigation
Culinary Arts
Fire Science 101 & 102
Fire Technology
Food Service – Cooperative Hotel and Tourism Internship
Service Careers - Cooperative

SCIENCE AND TECHNOLOGY

Automotive Technology
Construction Technology

Credit for Private Instruction – Physical Education

Private Instruction is designed for students who are preparing for national and international competition, who are ranked in their sport on an approved National Registry, who have at least 5 hours per week of private instruction and a demanding practice schedule which precludes them from taking 6 subjects. Maximum number of credits available is 10 per year and 20 credits maximum toward graduation.

Procedure:

- a. A student must complete the form “Application for Private Instruction”, available from the office
- b. A student must gain the approval of the Assistant Principal or Principal

- c. The completed form must be placed on file with the administrator by the second week of each semester for credit to be awarded
- d. Pass/Fail marks will be issued for Private Instruction

Concurrent Instruction

Prior approval for courses taken elsewhere must be obtained from your administrator before the start of the course. Course credit earned outside of IUSD will not appear on the Creekside/San Joaquin transcript, unless prior authorization was obtained. Courses taken outside of IUSD will be awarded Elective Credit only and may not serve to meet a pre-requisite or graduation requirement.

College Courses

- Students must be enrolled and attending a minimum day at the high school
- Students will be limited to 11 units per semester/summer session at a college
- Students must exhaust all opportunities to enroll in equivalent courses at their high school
- Students must demonstrate adequate preparation for any course
- All Admissions Request Forms must be approved by the Assistant Principal or Principal

Religious Credit

No credit for religious training, independent study or otherwise, will be awarded to students during the period of their enrollment in IUSD.

Private Foreign Language

Units of elective credit shall be awarded based on the time spent in class. Pass/Fail grades will be awarded. Approval from the Assistant Principal or Principal must be secured prior to beginning the course.

IUSD Blended Learning

Blended learning classes are online/in-person hybrid classes offered to high school students within IUSD. Students complete most of their course work online, and attend one in-person meeting per week for discussions, activities, and test proctoring. Please see your counselor to enroll.

Athletics Eligibility

Eligibility for Sports

1. **Academics:** All athletes must maintain a **2.0 GPA**. In addition, any incoming student who enters high school with a GPA of less than 2.0 based on his/her prior grades will be placed on one semester probation. All athletes must also meet the CIF requirements of passing at least four classes every semester. Additional eligibility information includes:
 - ✓ The student is currently enrolled in at least 20 semester periods of work
 - ✓ The student was passing the equivalent of at least 20 semester periods of work at the completion of the most recent last regular grading period
 - ✓ The student is maintaining minimum progress toward meeting the high school

- graduation requirements as prescribed by the governing board
- ✓ During the previous grading period, the student has maintained a minimum 2.0 grade point average on a 4.0 scale in all enrolled courses
2. **Attitude:** The essential elements of character building and ethics in CIF sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and conduct themselves, both on and off the field, as positive role models who exemplify good character. Everyone involved in competition including parents, spectators, associated student body leaders, and all auxiliary groups have a duty to honor the traditions of the sport and to treat other participants with respect. Unacceptable behaviors reflecting attitude include:
- ✓ Profanity, either at school or an athletic event
 - ✓ Improper conduct on the athletic bus or at an athletic event
 - ✓ Defiance of authority
 - ✓ Theft
 - ✓ Unauthorized use of equipment or locker room
 - ✓ Suspension from school for disciplinary action
 - ✓ Unsatisfactory conduct on campus, in the classroom, or at a school-related activity
 - ✓ The USE OR POSSESSION OF TOBACCO, ALCOHOL, OR NARCOTICS WILL NOT BE TOLERATED, and such use or possession will result in suspension from the team and from athletics until such time as the matter can be reviewed by the coaches, athletic council and school administration. Additional offenses may result in suspension from all participation for the duration of the student's attendance at this high school
3. **Attendance:** Playing athletics for your home school and attending CEC is a privilege. If, at any time, attendance falls below acceptable standards (less than 85% and/or multiple tardies), your participation contract will be revoked.

Each student is expected to conduct him/herself as an outstanding citizen at all times in school, classrooms, halls, assemblies, shower rooms, locker rooms, training rooms, athletic trips and during contests. Being an athlete and student is a 24-hour a day job.

Return to Traditional High School from Creekside High School

In order to be eligible to return to traditional high school the following credit threshold should first be earned:

GRADE	TIMELINE	TOTAL NUMBER OF REQUIRED CREDITS
12	End of Fall Semester	190
11	End of Spring/Summer semester	160
11	End of Fall Semester	140
10	End of Spring/Summer semester	115
10	End of Fall Semester	85

In addition to the credit threshold, the following criteria are required:

Academics

1. Earn a minimum of 15 credits per quarter
2. Maintain 3.0 GPA (i.e. B's or better)
3. Complete and pass Algebra 1/Math 1

Attendance

1. A minimum of 90% positive attendance in all six, plus advisement, class periods
2. Pattern of habitual tardiness and/or truanancies are unacceptable

Attitude

1. Demonstrate strong work ethic in all class periods
2. Positive discipline and few, if any, behavioral referrals is mandatory

Our CEC counselors and teacher advisors will work with students to develop a plan for return to the traditional high school. SJHS students, please see your counselor to develop a plan to return.

Attendance Policy and Guidelines – Creekside High School **24-Hour Attendance Hotline (949) 936-7401**

Regular attendance is associated with success in school. Prospective employers, colleges, and branches of the armed services all ask for attendance information on students. Students attending school consistently is vital.

Truancy

Truancy is the absence from school from one or more class periods without **legal** excuse. Truancy is a violation of California law. If you do not present a note after an absence or your parent does not call the attendance line (949) 936-7401 to excuse the absence, you are considered truant. If you arrive in class 30 minutes after the start of school, you are also considered truant.

Students who are truant may be referred to the School Attendance Review Board (SARB), an official panel who may recommend “other” placement, i.e., Community Day School and/or other interventions (County Probation referral).

Tardiness

All students who arrive after the 8 AM morning bell has rung must check in through the front office (Creekside High School students). Unless you are seated in the classroom when the final bell rings, you are tardy. You must be on time to earn full credit. Teachers will note when you are late, plus call home to discuss continuing tardiness. Habitual tardiness will be referred to Administration.

Reporting and Clearing Absences

Creekside parents/guardians should call the Attendance Line - (949) 936-7401 – to report any absence. **All absences MUST be cleared within THREE days.** Students may also submit a note from home to the Attendance Clerk explaining the reason for absence. The note can only be signed by a parent or guardian and must contain the **student's name, the reason for the absence, and the date of the absence.** For San Joaquin students, attendance is based on work production and will be discussed with you in detail at the orientation. Home School attendance requirements will also be outlined at the orientation.

Excused Absences

Students can only be excused from school for the following reasons:

- Illness
- Quarantine
- Medical or Dental appointment
- Immediate family member's funeral (bereavement)
- Court Appearance
- Jury Duty
- Religious Holiday

Other reasons are not categorized as “legally excused” absences. In every case however, excused or not excused, students must still bring notes or have a parent or guardian call to clear an absence.

Leaving Campus

Students are not allowed to leave campus without permission (Board Policy). Students must present a note signed by a parent/guardian to the attendance clerk **before** leaving campus in order to be excused. Parents are encouraged to schedule doctor/dentist appointments after school hours. Students who do not follow these procedures and leave campus without

permission are considered truant and will be subject to disciplinary measures. **This policy applies to 18-year-old students as well.**

Creekside High School is a CLOSED CAMPUS. Once students arrive on campus, they are expected to stay for the duration of the school day, including snack and lunch. Any student who leaves campus without permission will be subject to disciplinary measures, including suspensions.

A Final Note to Students

Your parents work together with staff members to develop the best possible circumstances for your success. Your attendance demonstrates whether you are serious about earning a high school diploma to prepare for your future after high school. You cannot demonstrate productivity unless you are here, on time, every day.

This is a fact of life whether you are in school or on a job. Absent/tardy employees lose jobs. Absent students cannot make up deficient credits, obtain and retain a work permit, earn credits through community experience or continue to earn graduation requirements. We encourage you, and will hold you accountable, to uphold your responsibilities.

Attendance Policy and Guidelines – San Joaquin High School

Attendance at San Joaquin is tracked through course expectation completion. If a student fails to complete three blended study assignments, misses three scheduled meetings, or falls behind 60 or more hours in blended study assignments, an evaluation of enrollment will be conducted to determine whether it is in the student's best interest to continue in Blended Learning. The purpose of the meeting is to ensure the school, parents and students understand the master agreement, attendance requirements, and consequences if enrollment in the Blended Learning program were to continue. At the meeting it will be determined if:

1. The student may remain in blended learning
2. The student will remain in blended learning, with specific criteria/requirements
3. The student will be referred to a traditional program or Creekside High School (high school students only)

Student Attendance Review Board (SARB)

Policy

The School Attendance Review Board was created by an act of the California Legislature due to Municipal Courts being overloaded with criminal cases. School Attendance Review Boards now operate under very specific rules outlined in the California Education Code. Prior to the formation of SARB, a school district would make a direct referral to the District Attorney's Office who would review the complaint and, if appropriate, take the case to court.

A serious attendance problem often begins with a few unexcused, or excessive excused absences. District counselors, teachers, nurses, school police officers and a school attendance review team are then brought in to help students at the school site level. When the school has

exhausted all resources and a student's attendance has not improved, then the family may be referred to a SARB hearing.

Purpose of SARB

- Process to deal with attendance/behavior issues that site staff have been unable to correct
- Pre-court mediation
- First step in the legal process
- A process that may lead to alternative education placement

What SARB is

- A function of the school district
- A legal hearing
- A mediation process between district personnel, board members, offending student(s) and their parent(s), in an attempt to find avenues and options to help the child be successful
- To inform parents of the laws and their legal responsibilities
- The last step before the school site refers the students case to the District Attorney's Office to file a criminal complaint against the parent

What SARB is not

- A magic wand that will automatically cure the problem meant to be used as a punishment
- A criminal proceeding
- A scare tactic
- A function of the Probation Department

SARB Hearing

- The SARB panel is made up of representatives from the school district, along with members of public and community agencies that serve youth and families, such as police and probation officers, social workers, and others
- The panel examines the attendance situation and develops an individual contract with the student and family to end absences
- The contract is legally-binding, and the panel does have the authority to recommend a citation to court or referral to the Department of Probation for further attention

Referral to Orange County Probation

- If attendance does not improve, parent and student will be referred to Orange County Probation

Homework Policy and Information

IUSD Homework Foundational Beliefs

Homework must be purposeful and the purpose should be clearly communicated:

- Homework should be completed independently unless otherwise indicated by the classroom teacher
- Students should be assuming responsibility for homework so that they engage in self-reflection and assess their own needs
- Homework assignments should reflect differentiated classroom instruction
- If factored into the grade, homework shall remain a reasonable percentage of the class grade
- Homework assignments should be reasonable in scale
- Homework is not the sole means by which to enrich or extend learning, and teachers may elect to assign or not assign homework based on the instructional objectives and the needs of their students
- School should facilitate articulation regarding homework between teachers that includes coordination between courses and grade levels
- Teachers should provide some form of timely feedback regarding the homework assigned
- School should facilitate open communication between teachers and families regarding the homework assigned

Creekside Education Center Homework Foundational Beliefs

At CEC we believe the purpose of homework is to.....

- Reinforce standards studied in class
- Enrich what students are doing in class
- Develop independent thinkers/problem solvers
- Provide an opportunity to earn accelerated credits

Homework at Creekside High School, whether assigned in the format of reading, skill development, vocabulary practice, or extension assignments for accelerated credits, is designed to reinforce and review the concepts and content learned in the classroom, as well as to prepare or study for assessments, and introduce upcoming lessons. Students are expected to thoughtfully approach and complete homework with the same earnest diligence that they bring to their classwork each day.

Support at School

Homework assignments will be purposeful and differentiated to meet the needs of all students. Teachers will work with their curricular levels to determine the percentage which homework will be factored into student grades. Through cross-curricular collaboration, departments will work to minimize overlap in order to limit an excessive work load.

Support at Home

Parents and guardians are encouraged to consistently provide a supportive and distraction-free environment for students to work independently. Additionally, parents are encouraged to check homework for completion and quality.

Academic Breaks

No work will be assigned over Winter or Spring Break, although students are encouraged to complete make-up work or accelerated credits (Creekside High School) during this time.

Classroom Policies

Parents can find information regarding homework expectations and policies from individual teachers by attending Back-To-School Night and referencing the individual teacher Course Expectations/Syllabi. Concerns regarding specific homework policies should be brought to the attention of the teacher via email or telephone contact.

Before or immediately after an excused absence or suspension, it is the student's responsibility to coordinate and make up any assignment or assessment with each teacher in an agreed upon timeframe.

General School Policies

The Creekside Education Center schools are like other schools within the Irvine Unified School District in that they have a responsibility to students and families to establish and maintain a safe and secure learning environment. Any behavior that causes any student to feel unsafe or intimidated will not be tolerated and appropriate actions will be taken. Students are expected to be on their best behavior and will be held accountable for the choices that they make should their behaviors be called into question.

Academic Honesty

Students are expected to demonstrate honesty and integrity while in attendance at school. Each student is expected to do his or her own work on individual assignments. This includes test taking, homework, classwork, and the original creation of essays, compositions, term papers, and scientific research. A student who shares his or her work with another student, other than in a cooperative learning situation, will be considered an accessory. All work submitted by a student should be a true reflection of his or her own effort and ability. If submitted work is not, then the student has manifested unacceptable academic behavior. The following criteria are considered cheating:

- Using notes, documents, providing or having access to information such as formulas or calculations, receiving or providing answers during a test
- Copying completed assignments or allowing another to do the same
- Copying of or allowing another student to copy an assignment or electronic file. Never "lend" another student your assignment nor borrow your electronic file.
- Unauthorized use of electronic devices during tests.
- **Plagiarism** (v.) To use and pass off as one's own (the ideas or writings of another).

o American Heritage Dictionary, 3rd Ed.

Any behavior that can be defined as cheating represents a violation of mutual trust and respect essential in an educational environment. Students who cheat should expect a meeting with their teacher and be subject to the following penalties:

- zero on the assignment and a reflective essay from an assigned prompt to be submitted to the Assistant Principal
- establishment of a dishonesty file in the Assistant Principal's office
- notification of parents by teacher, including explanation of consequences of second offense

If a student is found to have violated the academic honesty policy a second time (in any class), the student will be referred to an Administrator. Consequences will include:

- Student referred to assistant principal by teacher and teacher contacts parents
- Student will be dropped from the class with an "F" unless student completed the following:
 - o Reflective letter to Assistant Principal within one week including why the student violated the academic honesty policy and what the student would do in the future.
 - o When successfully completed, student receives a "O" on assignment.
 - o If not successfully completed, student is dropped from the class with an "F".
- A notation in the student's permanent file

Any subsequent offenses (in any classes) will result in the following:

- Student referred to Assistant Principal by teacher and teacher contacts parents
- Student dropped from class with "F"
- A notation in the student's permanent file

Cell Phone/Electronic Signaling Device Policy

The Irvine Unified School District and Creekside Education Center acknowledges the importance of electronic communication between students and parents, particularly in school-wide emergency situations. Further, the District recognizes that instructional time is precious and must be protected from unnecessary disruption.

Therefore, students shall be permitted to have in their possession a privately owned electronic signaling/recording device on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee. Such devices shall be deactivated and remain out of sight. Their use shall be strictly prohibited on campus during the instructional day, as defined by the designated bell schedule for the day, **except:**

- During an emergency affecting the school or community
- Upon direction from a licensed physician and surgeon, if carrying such a device is essential to, and the use is limited specifically to, the health of the student
- Within a classroom environment where the teacher gives specific permission to use a specific capability of a device

Students may carry cell phones or other electronic signaling devices on campus during the

school day, but they must be **deactivated and their use strictly prohibited on campus during the regular school day except:**

- Phones/electronic devices may be used outside of the instructional day. This includes breaks, lunches, before and after school
- During class time, which includes restroom breaks and other reasons you may be outside the classroom, cell phones/electronic devices are to be turned **OFF**. No exceptions. No excuses. Should you have your cell phone/electronic device on in **ANY** instance during the instructional day, it will be confiscated by staff
- Teachers are to use discretion and will be responsible for monitoring cell phones in their classrooms

If your cell phone or device is confiscated, there will be no excuses for release. The electronic device discipline matrix will be applied, as outlined below.

Electronic Devices – For example, iPod's/Radios/Stereos

Electronic signaling devices include any device that operates through the transmission or receipt of radio or infrared waves, including, but not limited to cellular telephones, two-way radios, PDAs, and cameras (still or video). Students are encouraged not to bring such devices on campus. They are easily stolen and can create disciplinary problems in classes.

Students are expected to have their electronic devices TURNED OFF and put away BEFORE entering the classroom. Students must follow teacher guidelines in individual classrooms regarding such devices. Failure to follow teacher direction will be considered defiance of authority. Radios, stereos, boom boxes, etc., that are used without headphones are not allowed anywhere on campus.

Points of Emphasis

Cell phones/electronic devices are to be deactivated during school instructional hours. Emergency calls to parents should be made through the school office. Cell phones/electronic devices will be confiscated upon use. Consequences include:

- 1st. Offense** – Teacher/staff member secures the device until the end of the period
- 2nd Offense** – Device will be secured in the office until the end of the school day. 2nd Violation to be entered into discipline record
- 3rd Offense** – Second offense discipline applies and device will only be released to parent or guardian.
- 4th and subsequent Offenses** – Third offense discipline applies and may include in-house or off campus suspension for willful defiance of school authority

Please Note

Failure to give up electronic device to district representative, including teachers or campus control assistants, may result in suspension and a parent conference. Creekside Education Center is not responsible for the loss/theft of any electronic device.

Dress Code

“IUSD School Board Policy 5132(a): All students of the Irvine Unified School District shall attend school and school activities dressed in a manner that is conducive to and promotes a positive learning environment. Appropriate school dress and personal appearance are clean, are not hazardous to student safety, and do not disrupt instruction.”

Dress is a form of personal expression that may affect a student’s behavior and self-image. A dress code policy is necessary in order to protect the health and safety of the school environment and to foster students’ success in a positive manner.

To create a safe and appropriate learning environment, students shall not wear any clothing, attire or accessory that by its manner of appearance, arrangement, trademark, fit or any other attribute, is unsafe, disruptive, unhealthful, obscene, profane, ethnically, racially or sexually degrading, libelous or slanderous. Clothing should not expose student undergarments, nor be provocative or revealing, contain sexual innuendos, or advocate unlawful behavior or illegal substances. Clothing which is extremely brief, excessively form fitting or low-cut (including plunging neck lines, bare midriffs, exposed undergarments, and very short skirts or shorts). Shorts must be at least fist length and skirts must be fingertip length. Students shall not wear clothing suggesting or promoting any affiliation with any street gang or other group that commits unlawful acts.

Students are reminded to wear clothes in a manner appropriate for an educational setting.

Campus Safety

The primary goal of the Irvine Unified School District to educate each student. To do so, it is necessary to provide a safe environment conducive to that learning process. In order to take part in that teaching/learning process, all participants must show respect for themselves, others and their environment, take responsibility for their actions and conduct, and maintain a safe environment without infringing upon the rights of others. The following discipline plan has been devised to ensure that unacceptable behavior is identified and addressed in a timely and impartial fashion.

School Personnel Authority

The principal, the assistant principal and all other employees of the school have the responsibility to assess and implement the Supervision Plan on campus. In an emergency situation the principal or designee may remove a student from campus, place a student in a temporary alternative educational program and/or suspend a student in accordance with Ed. Code 48900.

All school personnel have the right to take action any time the educational process is threatened with disruption or when the safety of people or property becomes an issue. It is up to the discretion of school personnel to exercise their best judgment in choosing consequences for particular situations or infractions. Students whose presence poses a danger to persons or property are considered to be a disruption to the educational process and may be removed

immediately from school or school sponsored events. The police or other legal authority may participate in removal if necessary.

The Supervision Plan as well as the Student Code of Conduct is in force:

- During regular school hours anywhere on school property
- During district-provided transportation of students, including designated school bus stops
- At all times and places where school personnel have jurisdiction, including school-sponsored events, field trips, athletic functions and other school related activities

Any public school official or designated chaperone is authorized to take action when a student's conduct has a detrimental effect on other students, staff members or on the orderly educational process.

Student Resource Officer (SRO)

IUSD places a trained law enforcement officer (SRO) on each high school campus. The SRO is placed for safety, prevention, and education through positive and effective problem solving by students, school staff, parents, community/business organizations, and law enforcement personnel.

Our SRO is a trained full-time police officer who has been selected to work pro-actively with the students, staff, parents and the community. The SRO may provide services as a mentor, youth advisory and law enforcement officer. The SRO's presence on campus will contribute to the education process by providing a safe, secure and positive learning environment.

Campus Control Assistant (CCA)

CCA's are unarmed security personnel hired by the district to assist with safety and security of IUSD students and staff. Failure to follow the direction of a CCA will result in severe disciplinary action up to and including suspension. Every CCA is to be treated with courtesy and respect.

Expected Student Behavior

CEC students are expected to respect themselves, others, and their property. The rules and regulations expressed in this code are established to maintain a climate conducive to learning. Students who fail to comply with these rules and regulations shall be subject to disciplinary action.

All school personnel and parents have a shared responsibility to enforce school rules and regulations and take the necessary action to correct school behavior that is inappropriate or interferes with the functioning of the school.

- The governing board at any school district shall prescribe rules not inconsistent with the rules prescribed by the state board of education for the government and discipline of the school under jurisdiction (EC 32291.51)
- All students shall comply with the regulations, pursue the required course of study, and submit to the authority of teachers of the school. (EC 48921)

Avoiding Conflicts

In order to promote a safe and healthy learning environment, it is important to understand how to avoid and resolve conflict.

What students can do to avoid/resolve conflict with staff:

- Follow directions and respond politely to adult requests. When you have a concern, ask for a meeting with the staff member in question to discuss the concern.
- If you need assistance to help resolve a conflict, ask your counselor to be present with you during the meeting.
- If a resolution cannot be reached, please contact the assistant principal for next steps. The goal is to find a mutually agreeable resolution.

What to do to avoid a conflict/fight with fellow students:

- Let an administrator, counselor, teacher, CCA, SRO, or other campus personnel know if you are feeling unsafe, threatened, or harassed.
- Avoid listening to and spreading gossip.
- Adopt the attitude “If I didn’t hear the information myself, directly from the source, it did not happen or was not said, and therefore does not deserve a response”.
- Do not confront anyone in front of others or when you are angry; the other person may react defensively, unsure of what you might do. If you are unable to “let it go”, ask for help from a teacher, counselor, or administrator.
- Remember, your counselor is a wonderful resource to help you talk through any conflicts, or arrange for conflict mediation

Closed Campus Policy

For the protection of all students, Creekside Education Center is a closed campus during school hours. Once a student has entered the school parking lot or the side-walk in front of the school they are considered to be on-campus. Students may not leave campus before the end of the school day, except with an authorizing note from their parent/guardian, in the case of an emergency or with the approval of a school administrator. No exceptions will be made for students obtaining permission by the use of a cell phone. In all instances, students **must** check out with the attendance clerk in the front office. Violators are subject to student discipline action and any absences will be considered truanancies

Additionally:

- ✓ Creekside Education Center students are not permitted on elementary, junior high or other high school campuses during the school day without written permission of that school's administration
- ✓ The parking lot and all park areas are off limits except when students are arriving or leaving school. Nearby apartment complexes/residential areas are off limits before, during, and after school hours unless you are going to and from your place of residence
- ✓ Student visitors are not allowed. Parents visiting the campus must check in with the front office

Campus Guests - Student guests are not allowed on campus during the school day. Please do not bring friends or relatives to school; they will not be allowed to attend classes or remain on campus.

Bicycles/Skateboards/Skates

Bicycles and skateboards can be used for transportation to and from school only. Once on campus, these forms of transportation must be placed away from the classroom. These are modes of transportation and are not to be used once students have arrived at school. IUSD prohibits riding of bicycles, skateboards, roller skates/blades on any campus at any time. Skateboards are not allowed in student possession during school hours. In addition to disciplinary action, items will be confiscated. Consequences include:

- ✓ 1st confiscation - returned at the end of the day
- ✓ 2nd confiscation - returned to a parent or guardian only
- ✓ **3rd (and subsequent) confiscation – possible suspension for willful defiance and returned to a parent/guardian only**

Dangerous Behavior on Campus

Throwing objects or other behavior that could create injury or interfere with the educational process is not allowed. Individuals who behave or create a situation that could be dangerous to others will receive appropriate consequences, which may include suspension.

Deliveries to Students

Please limit messages and deliveries to students for absolute emergencies only. Taking the time to communicate at home limits interruptions to classes for messages regarding doctor appointments, transportation, meeting times/places, and other personal messages. This also includes delivery of forgotten lunches, homework, etc. Please label any emergency items you leave for student pick-up. Office staff will not be held responsible for any items left for pick-up and please note that office staff may not accept money to hold for students. **Only parents or guardians may drop off items to students – this includes, but is not limited to, food deliveries.** Please note that any food items delivered will only be released to students during the designated lunch period.

Emergency Preparedness

Creekside Education Center staff is doing everything reasonably possible to protect your children against any threat that may occur while they are in our care. Although we are hopeful that emergency situations such as an earthquake, fire, terrorism, chemical spills, etc. will not affect our schools, we firmly believe that our schools are among the safest places for students to be. We have worked diligently to plan and practice safety and security measures. Each school has been directed by the Board of Education to develop and implement an Emergency Preparedness Plan. Students and staff practice emergency procedures at regular intervals. Schools have limited emergency supplies such as water, food, and first aid equipment on site. Additionally, each site has staff members trained in First Aid/CPR, as well as, staff members who are part of emergency teams such as Search and Rescue, Security, and Student Accountability. Our site emergency plan is available for review in the main office during regular office hours.

Schools are a priority when services are needed from fire, police, or other agencies. IUSD and the Creekside Education Center have established communication systems with local law enforcement that will be used as needed. Parents should know that access to schools during an emergency incident might be restricted for a variety of reasons. In such instances, parents should remain aware of public notices on radio, television, and the internet about emergency procedures and updates. Student and staff safety is our first priority. All procedures are designed for their protection.

Illness, Injury or Accidents at School

Any student feeling ill should inform their teacher and ask for a pass to the Health Office. Students feeling weak or faint will be accompanied to the office. Current phone numbers **MUST** be listed on the Emergency Card at all times and updated, as needed.

Every effort is made to provide for your child's safety and comfort at school. If your child should have an accident or injury at school, first aid will be given immediately to make the child as comfortable as possible. If an injury is more serious than a simple bruise or a scrape, parents will be called. If parents are unavailable, and/or in the judgment of the school administrator emergency treatment is needed, paramedics will be called.

Following a severe injury or serious illness, a note must be received from the family physician stating that the child is cleared to return to school. The physician must also order the use of wheelchairs, crutches or other activity limitations or restrictions.

Health and Safety

Creekside Education Center utilizes a registered nurse and health clerk to oversee the operation of the health office. Health clerks have received training in CPR and first-aid. They take care of health records, medication administration and minor injuries that may occur during school hours. In case of an accident or illness at school, a qualified person, such as the health clerk or front office staff will administer first-aid, and parents will be notified.

PLEASE NOTE: Except for first-aid at the time of a school injury, the health clerk cannot treat, diagnose or provide on-going medical care for chronic or severe injuries or conditions. Please seek the advice of a medical doctor for this.

If it is necessary for a student to go home because of an illness or injury, it will be the responsibility of the parent or guardian to pick the child up from school as soon as possible. Please see check out procedures in attendance section of this handbook

Student Medication Policies and Procedures

Medication, both prescription and over the counter, may be given at school when it is deemed absolutely necessary by the health care provider that such medication be given during school hours. The parent/guardian is urged, with the help of the health care provider, to work out a schedule of giving medication outside school hours whenever possible.

In order for school staff to administer any medication (prescription or over-the-counter) to any student, specific orders must be written and signed by the student's physician and parent and kept on file in the Health Office located in the Administration building.

This request must **clearly** specify:

- ✓ The name of the medication
- ✓ The reason for the medication
- ✓ The dose, time, and/or frequency (New orders are required any time the medication, the dosage, or the time is changed)
- ✓ Parent signature giving authorization to administer the medication is also required on the form

Medication is to be delivered to, and taken home from, the school by a parent or another responsible adult. A parent/adult and a school staff member will sign for receipt and release of medication. Each medication must be in the original container with pharmacy labels matching the written orders exactly including: the student's name, the doctor's name, the name of the medication, dosage, and the time of administration. A parent may request two containers from the pharmacist, one for school and one for home. If the student gets more than one medication at school, each medication must have separate doctor's orders and be in a separately labeled container. Envelopes, zip-lock bags, or other types of containers will not be accepted. The parent is responsible for cutting pills in half.

Inhalers must have a pharmacy label on them or must be in the labeled box. A student may only carry an inhaler only if the Medication Administration form is in the Health Office and the doctor has specified the need to carry the inhaler on the medication order form. If a doctor has provided a sample, it must have a handwritten label with the student's name, date, medication, dose, time and doctor's signature attached.

Parents are strongly advised to teach the student to assume responsibility for coming to the Health Office to receive his/her medication at the appropriate time. Medication orders are valid for the current school year only, and must be renewed annually at the beginning of each school year.

Harassment/Bullying/Cyberbullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

1. All forms of bullying and cyber bullying by school district students are hereby prohibited. Anyone who engages in bullying and cyber bullying in violation of this policy shall be subject to appropriate discipline.
2. Students who have been bullied or cyber bullied shall promptly report such incidents to any staff member.

3. Complaints of bullying and cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that have or can be reasonably predicted to have, the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

"Cyberbullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A violation of this policy shall subject the offending student to appropriate disciplinary action, consistent with the student discipline code, which may include suspension, a recommendation for expulsion and/or notification to the appropriate authorities.

Internet "Technology Acceptable Use" Policy

We are pleased to announce that electronic information services are available to students and teachers in our District. The District strongly believes in the educational value of such electronic services and recognizes their potential to support our curriculum and student learning in our district. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

The district will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service. Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct. Disciplinary and/or legal action may also be taken.

The "Rules and Regulations for Acceptable Use of Electronic Resources" is provided to every student as part of the registration process. This form must be read and accepted by both parent and student. By completing the form, the student will be approved for electronic information access. Students who do not receive this document during registration or would like another copy can pick up a "Rules and Regulations for Acceptable Use of Electronic Resources" in the front office before school, after school, or during break.

Lighters, Matches, and Other Combustible Items

Students may not possess lighters, matches, or any other combustible items on campus. Possession of any of these items will result in disciplinary action. The item(s) will be confiscated and will not be returned. Students also face possible citation from Irvine Police Department.

Loitering on School Grounds

The law requires everyone who visits any campus to get permission from an administrator. Students should be aware that if they are on any site other than their own school of enrollment without approval of that site's administration, they can be classified as loiterers and arrested for school trespassing. They are also subject to suspension from their school of enrollment for repeated violations. Students who have no official business at school should leave campus immediately.

Lost and Found

Students often misplace items while at school. We make every effort to return items with identification to students as soon as possible. By marking the student's name on backpacks, clothing, notebooks, calculators, etc., they have a much better chance of finding an article that has been lost. If a student feels that an item has been stolen, a Missing Property report should be filed out.

CREEKSIDE EDUCATION CENTER IS NOT RESPONSIBLE FOR LOST, MISPLACED, OR STOLEN ITEMS~

Parking for Students

- ✓ All student vehicles must park in properly marked stalls within the areas designated for student parking
- ✓ Students may not use any of the staff parking areas at any time when school is in session
- ✓ Students are not allowed to park in visitor parking or the handicapped spaces at any time
- ✓ Parking spaces are on a first come basis

- ✓ Students are only allowed in the parking lots to arrive or depart campus. They may not loiter, eat, change clothes, or “hang out” in any parking lot
- ✓ Parking regulations are enforced by the Irvine Unified School District and/or Administration Office. Violators are subject to traffic citations issued by the Irvine Unified School District Public Safety Department, Irvine Police Department and/or school discipline including loss of driving/parking privileges on campus
- ✓ All vehicles are subject to search by school officials and/or police officers at any time
- ✓ The Irvine Unified School District and Creekside Education Center are not responsible for items lost, stolen or any damage done to vehicles parked in school parking lots
- ✓ To reduce theft and vandalism, parking lots are out-of-bounds for students unless they are arriving or leaving school

Parking for Visitors

Any visitor to the Creekside Education Center campus may park in any spot designated "Visitor" in the front parking lot. The Security Office or Campus Police will ticket anyone parking in a “Staff” parking lot without a Staff parking permit. All rules are strictly enforced and failure to follow rules could result in citation.

Drop-off and pick-up of students

Morning drop-off and after-school pick-up of students is a safety concern. Parents and students need to be aware that all school policies and procedures should be followed for the safety of all students. Parents are encouraged to use caution in the parking lot.

Traffic/Parking - A 10 M.P.H. speed limit is in force on campus at all times. Parking regulations are posted and enforced by the IUSD and Irvine Police Department. Violators are subject to school discipline procedures and the revocation of the privilege to park and/or operate a motor vehicle on campus. Please note that all areas of the Creekside Education Center are subject to the California Vehicle Code Enforcement.

Student ID Cards

All students receive Creekside or San Joaquin High School identification cards at registration or upon enrollment. The card is required to check out textbooks and to attend school events. Students are required to carry their student ID card at all times. The cost to replace an ID card is \$10.00

In addition, CEC staff retains the right to ask students to identify themselves and/or show their ID card. If a student is asked to surrender their School ID card, they are to do so without hesitation. Failure to carry and/or surrender their School ID card will result in disciplinary action.

Supervision Areas

Students may not be out of the lunch area while eating. Students must remain in the supervised areas during school hours unless going to or coming from school or classes (students must exit or enter through a supervised area), with a staff member, or on school business.

Teacher rooms and phone extensions

Please note that teacher phones are silenced during class time to avoid interruption to the educational process. The most effective way to reach a teacher is to call before school, after school, during lunch or conference period, or leave a short voice mail message. Please contact us at our main number, (949) 936-7400, or check the website for updates. All staff is also available through e-mail at any time.

Textbooks

Textbooks that are lost must be paid for before graduation or issuance of diploma. In the course of the year, if a textbook is stolen, damaged beyond repair or is otherwise not useable, the student must pay for the text before a second one is issued. If a lost or stolen book is recovered, the student will be reimbursed for the amount he/she paid. Graduating seniors must turn in all textbooks and/or pay for lost/damaged books prior to graduation.

Theft Prevention

Students must be on guard to prevent the theft of their property while attending school. If a theft has occurred during a specific class, immediately report it to your teacher.

The following preventative actions will help reduce the likelihood of theft on campus:

- ✓ Do not bring items to school that are not needed for school
- ✓ Do not bring large sums of money or valuables to school, especially jewelry
- ✓ Do not leave any items unattended in a classroom
- ✓ Do not leave any items unattended anywhere on campus

What to do in case of a suspected theft:

If a theft has occurred during a specific class, immediately report it to your teacher. Report all thefts to the Campus Supervision Office by filling out a Voluntary Witness Statement report. This is very important, even if we cannot retrieve the item; it is helpful to us to keep track of any patterns that may be occurring.

Video Camera Policy

Students and any persons not employed by the Irvine Unified School District are not allowed to bring video cameras and/or equipment on campus without prior written permission.

Students are not allowed to use school video equipment or personal devices to film or record school activities, classes, or campus activity without prior written permission, with the exception of classes where video equipment is part of the curriculum and they have specific permission from the teacher. Parents wishing to videotape student activities (i.e. assemblies, etc.) during school hours may receive permission when they register in the Main Office as a campus visitor.

Visitor Registration

All visitors, except District employees, must register in the administration office before coming on campus during school hours, 7:30am – 3:30pm. Please make sure to have a driver's license, passport card, or other acceptable forms of government ID in order to register. The only exception to required registration is for individuals attending an event open to the public during non-school hours.

Student Services

Guidance Department

Under the direction of Coordinator of Alternative Education, school counselors and other support staff provide students and parents with information and assistance in building an educational program that meets individual needs and prepares students for post-secondary options. The Creekside Education Center is fortunate to benefit from the support of two full-time counselors, a Wellness Coordinator and a school psychologist. In addition to focusing on student academics, our team supports personal and socio-emotional growth in our students through a variety of ways.

Educational Planning

During the student's sophomore year, he/she will develop an individualized educational plan. Graduation and post-secondary options are the planning goal. Each subsequent year the student and their counselor will review the plan, monitor his/her progress and make any necessary adjustments.

Schedule Changes

Students may request a schedule change by filling out a form to meet with their counselor. Administrative approval may be required for schedule changes.

Student Records

Located in the Administration Building, our records clerk provides up-to-date information on grades and transcripts. Copies of transcripts cost \$5.00 each. Grade request changes for transcripts must be teacher initiated and administrator approved.

Psychological Services

Referral or requests for psychological services can be made by parents, students, teachers, or administrators. School psychologists are responsible for special education assessments, placements and counseling services.

Work Permits

Students who wish to be employed while they attend school may do so under the conditions established by the State of California Department of Labor and CEC administration. All students under the age of 18 **must** have a work permit in order to be employed. Work permits are available upon request. Employment should never interfere with quality time to complete required studies. Conditions of issuing work permits include:

- ✓ All students must maintain a minimum 2.0 grade point average
- ✓ All students must maintain 90% or higher attendance rate
- ✓ All Students must not have significant discipline issues, as determined by Administration

Applications for work permits are available in the front office during normal business hours. Complete the "Request for Work Permit and Statement of Intent to Employ Minor" form.

- ✓ Have prospective employer complete and sign the bottom half of the form
- ✓ Have parent or guardian sign in the proper location
- ✓ Be sure to include your social security number

CEC Administration will call an employer and revoke a work permit if any of the following conditions occur:

- ✓ The student drops from Creekside or San Joaquin High School
- ✓ The student has excessive truancies, tardies, and/or absences.
- ✓ The student misses classes/appointments and/or does not turn in satisfactory work in a given period of time
- ✓ The Assistant Principal/ students' individual subject teacher's through the SST process determine that schoolwork is suffering because of employment

Health Services

The Health Office is located in the administration building. If a student becomes ill, or is injured while at school, he/she should report to the school nurse with a pass from class. Periodic health checks on eyesight and hearing are conducted by the School Nurse. All medication (prescription and over-the-counter), that is to be taken during school time, must be left in the Health Office. Students **MAY NOT** carry medication with them - please see "Student Medication Policies and Procedures" in this handbook for additional information.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). It was established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

PBIS is used interchangeably with SWPBS, which is short for "School-Wide Positive Behavior Supports" and is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

In general, PBIS emphasizes four integrated elements:

- ✓ Data for decision making
- ✓ Measurable outcomes supported and evaluated by data
- ✓ Practices with evidence that these outcomes are achievable

- ✓ Systems that efficiently and effectively support implementation of these practices

These four elements are guided by six important principles:

- ✓ Develop a continuum of scientifically based behavior and academic interventions and supports
- ✓ Use data to make decisions and solve problems
- ✓ Arrange the environment to prevent the development and occurrence of problem behavior
- ✓ Teach and encourage pro-social skills and behaviors
- ✓ Implement evidence-based behavioral practices with fidelity and accountability
- ✓ Screen universally and monitor student performance & progress continuously

PBIS supports the success of ALL students.

Behavioral Expectations Matrix

“Every Day is a New Day to Succeed”

All students will demonstrate:	On Campus: classrooms, office, quad, restrooms, lunch-line	Community Settings
COMMITMENT “A promise to better yourself in some way, every day”	<ul style="list-style-type: none"> • Come to school prepared and with a purpose • Do all your work to the best of your ability • Persevere • Stay focused 	<ul style="list-style-type: none"> • Leave the area in better condition than when you found it • Be a positive member of your community
HONOR “Do the right thing, even when no one is looking”	<ul style="list-style-type: none"> • Respect yourself, others and your surroundings • Follow campus and classrooms rules and expectations • Be a role model/leader and set a good example 	<ul style="list-style-type: none"> • Show respect and courtesy to everyone you meet • Encourage others to do the right thing
SELF-DIRECTED INDIVIDUAL “Take accountability and responsibility for your own learning”	<ul style="list-style-type: none"> • Come to school ready to learn • Engage in the learning process • Respect and support the learning of others 	<ul style="list-style-type: none"> • Listen with the intent to understand • Help without being asked • Think it through before you act

Discipline Matrix and Policies

Creekside Education Center recognizes that self-discipline is both a learned behavior and a prerequisite for learning. CEC strives to maintain a challenging, positive educational environment, which is conducive to students achieving success and developing self-discipline. Maintaining this environment requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are publicized, explained and enforced. Standards of student conduct are derived from the goals of respect for self, for property, and for others. The enforcement of School/District rules and State laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be enforced fairly, uniformly and consistently without regard to race, creed, color or sex.

Creekside Education Center staff believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school

activities, and while on district transportation.

Discipline/Corrective Action

CEC teachers use positive discipline strategies and conflict resolution techniques to avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the cause(s) of the student's behavior.

Students who are continually disruptive to the instructional process or cause a danger to persons or property may be removed from school. Students and parents have a right to appeal any disciplinary action taken against a student. A meeting with the principal must be requested before proceeding to an appeal with a district level administrator.

Student Responsibilities

Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers. Students are required to come to class on time, prepared to work, and to stay on task for the class period. Students must comply with classroom rules as described by each teacher. They are further expected to refrain from profane, vulgar or abusive language, including racially insensitive slurs.

Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion or transfer to other alternative programs.

Disciplinary Action:

The school intervention matrix is a guide for the level of disciplinary action to be taken, taking into consideration the severity of the inappropriate behavior. Administration and counseling work hand-in-hand to handle matters and circumvent the matrix to an appropriate level depending on the circumstances surrounding the incident.

Students, Staff, and Parents: Please understand that information reported to school authorities will be handled in confidential and sensitive ways as much as possible. Information is not acted on in ways that make victims or witnesses uncomfortable. The following items are considered when dealing with reported incidents of bullying and/or harassing behavior:

- Specific information / evidence reported
- Comfort level of victim / witnesses
- Legal, district, and school policy
- Options / suggestions for resolutions

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children's behavior. California law holds parents/guardians liable for any willful student misconduct, which results in the death or injury of any student or persons employed by or volunteering for the district.

Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee (Education Code 48904). Debts owed for loss or damage to school property: Any student in grades 7-12 will be ineligible to participate in extra-curricular activities until payment is made in full or the student completes a program of voluntary work as provided in Education Code 48904 in lieu of payment.

Staff Responsibilities

The **school principal and administrative leadership team** shall establish and enforce school rules that conform to district procedures as well as foster safety and good citizenship. These individuals shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

The **classroom teacher** has primary responsibility for dealing with inappropriate student behavior. Prior to referral to a site administrator, the teacher should conference with the student, contact a parent, and utilize any other appropriate strategy designed to correct the behavior. Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

When a student is involved in some form of misbehavior, the school staff will be responsible for a careful review of the incident. When considering discipline as a consequence of an incident of inappropriate behavior, school authorities will review the student's record. There may be offenses which are so severe, however, that a penalty is assigned, the student's record notwithstanding. A school may have additional rules unique to its site as long as they align with district board policies and Education Code.

Behavior Outside of the Classroom

Students exhibiting inappropriate behavior outside of the classroom may be referred by a teacher to the site administrator.

Vehicles on School Property

By entering school property, the person driving any vehicle is deemed to consent to a complete search of the vehicle, all its compartments and contents by school officials or law enforcement personnel for any reason whatsoever. This notice applies to all vehicles and will be enforced 24 hours a day. (California Vehicle Code Section 21113 (a))

Student Rights

Students have rights as do all citizens, under the Constitution, as well as State law and district policy. Their rights include:

- Students are encouraged to voice constructive criticism through student leadership, student advisory committees, school newspapers, teachers, counselors, administrators and any other channels of communication as long as that process does not substantially disrupt the orderly operation of the school.

- The right to an education in a safe, orderly, and clean environment.
- The right to full use of class time for receiving instruction and for learning.
- The right to fair, consistent, and respectful treatment by staff members and other students.
- The right to explain before a penalty is imposed. When a student has been referred for some wrong-doing, that student will be afforded the opportunity to offer his/her version of the incident to school authorities.

Corrective Action may include, but are not limited to:

1. Informal conference between teacher and student.
2. Formal conference or phone contact with parent by teacher.
3. Referral to counseling as appropriate (see resources below)
4. Formal referral to administration – may be referred to Irvine Police Department/law enforcement
5. Restrictions of recess/breaks
6. In-School Suspension
7. Off-Campus Suspension
8. Shortened school day
9. Behavior Contract
10. Recommendation for expulsion
11. Involuntary transfer to appropriate alternative programs

Referral Resources

School officials shall seek solutions to the underlying problem through various resources, including, but not limited to the following:

- Counseling
- Parent conference
- Testing for appropriate placement
- Behavior agreement among student, parent and school stipulating conditions for continued status as a regular student and consequences for violation of the agreement
- Behavior Support Plan
- Transfer to an alternative program
- Referral to district counseling program
- Referral to county agencies and community service programs
- Referral to law enforcement
- Referral to School Attendance Review Board (SARB)

Restriction of Recess/Breaks

Students may be required to remain indoors during breaks for disciplinary purposes. Certificated staff may restrict a student's break time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.

3. Teachers shall inform administration of any break restrictions imposed.

Community Service

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment and teacher or peer assistance programs. (Ed. Code 48900.6)

Suspensions and Expulsions

Definitions:

Suspension- Suspension means removal of a pupil from ongoing instruction for adjustment purposes. Suspension also means the student is not to be on or about any school campus nor attend or participate in any school-sponsored activities for the duration of the suspension.

Expulsion-The maximum penalty for any disciplinary violation may be expulsion. A student who is expelled shall not attend any regular school or alternative instructional program within the Irvine Unified School District for the duration of the expulsion.

When a student behaves inappropriately, the principal will follow the guidelines related to consequences as outlined on the Discipline Procedure Matrix. This applies to all elements of inappropriate behavior, except the five *mandatory* expulsion offenses outlined in Education Code 48915 (c) (1-5):

1. Possessing, selling or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a specified controlled substance
4. Committed or attempted to commit sexual assault or committed sexual battery
5. Possession of an explosive

A conduct violation involving any of these five offenses requires a **mandatory expulsion** without exception. In extreme cases or when ongoing interventions by school officials have failed to correct inappropriate behavior, additional days of suspension or expulsion may occur.

Students **may be subject** to suspension and/or expulsion for committing any of the acts below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Ed Code 48900(a1))
2. Willfully used force or violence upon the person of another, except in self-defense. (Ed Code 48900 (a2))
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee. (Ed Code 48900(b))
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code, alcoholic beverage, or intoxicant of any kind. (Ed Code 48900(c))

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code, an alcoholic beverage or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed Code 48900(d))
6. Committed or attempted to commit robbery or extortion. (Ed. Code 48900(e))
7. Caused or attempted to cause damage to school property or private property. (Ed Code 48900(f))
8. Stole or attempted to steal school property or private property. (Ed Code 48900(g))
9. Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products. (Ed Code 48900(h))
10. Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed Code 48900(i))
11. Had unlawful possession of or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed Code 48900(j))
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Ed Code 48900(k))
13. Knowingly received stolen school property or private property. (Ed Code 48900(l))
14. Possessed an imitation firearm. (Ed Code 48900(m))

Students are also subject to suspension or recommendation for expulsion for any of the acts listed below:

15. Committed or attempted to commit sexual assault as defined in Section 261, 266a, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code (Ed Code 48900(n))
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed Code 48900(o))
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA. (Ed Code 48900(p))
18. Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 246.6 of the Penal Code. (Ed Code 48900(q))
19. Bullying, including but not limited to cyber bullying. (Ed. Ode 48900 (r))
20. Aid or abet the infliction or attempted infliction of physical injury. (Ed Code 48900(s))
21. Sexual Harassment (Ed Code 48900.2)
22. Students in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause,

threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5 (Ed Code 48900.3)

23. In addition to the grounds specified in Section 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from the school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidates, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. (Ed Code 48900.4)
24. A Pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or the school property or both. (Ed Code 48900.7)
25. Hazing as defined by Ed Code 32050.
26. Students accumulating twenty (20) days of in-school and/or home suspension are subject to involuntary transfer to an alternative program or may be recommended for expulsion.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances (Ed. Code 48900):

- 1. While on school grounds**
- 2. While going to or coming from school (In loco parentis)**
- 3. During the lunch period, whether on or off the school campus**
- 4. During, going to, or coming from a school-sponsored activity**
- 5. At a point where outside activities, including while not at school sponsored events, affect campus morale negatively. (Nexus)**

Creekside Education Center School Discipline Recommendations*

Offense	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Battery/Assault	Suspension (3-5 days) + Police Contact + Possible Expulsion/Placement recommendation	Expulsion/ Placement recommendation + Police contact		
Cheating	See IUSD Academic Honesty Policy			
Defiance	Class suspension(s) + Parent contact by teacher	Class suspension(s) + Parent conference with teacher and counselor or admin	Suspension – (1-3 days)	Suspension (3-5 days)
Disruption of School Activities	Class suspension(s) + Parent contact by teacher	Class suspension(s) + Parent conference with teacher and counselor or admin	Suspension - (1-3 days)	Suspension (3-5 days) + Possible Expulsion/Placement recommendation
Dress Code Violation	Change Clothes + Warning	Change Clothes + Parent Contact	Change Clothes + Parent conference	Parent Conference with Counselor + Admin & possible Behavior Contract + Possible Suspension (1-3 days)
“Drug” talk	SEARCHED + Class Suspension(s) + Parent contact by teacher	SEARCHED + Class Suspension(s) + Parent conference with teacher and counselor or administrator	Suspension (1-3 days)	Suspension (3-5 days)
Electronic Device	See IUSD/CEC Cell phone and Electronic Device policy			
Fighting	Suspension (3-5 days) + Police Contact	Suspension – 5 days + Police contact	Expulsion/Placement recommendation + Police contact	
Hazing / Harassment / Threatening a Student	Suspension (3-5 days) + Police Contact	Suspension – 5 days + Police contact	Expulsion/Placement recommendation + Police contact	
Off Campus/Leaving without permission	SEARCHED + In-house suspension + Parent Notification	Suspension (1-3 days)	Suspension (3-5 days) + Parent conference + Shortened schedule	Suspension (3-5 days) + Parent conference + Shortened schedule
Possession of Narcotics/Alcohol	Suspension (3-5 days) + Referral to Alt to Suspension + Police contact	Suspension + Expulsion/ Placement recommendation		
Possession of Tobacco/Vape Products	Confiscation + Parent Notification	Confiscation + Referral to Alt to Suspension + Parent Notification	Suspension (1-3 days)	Suspension (3-5 days)
Profanity / Obscenity Towards Staff	Class suspension(s) + Parent contact by teacher Obscenity Towards Staff is Automatic Suspension (1-3 days)	Class suspension(s) + Parent conference with teacher and counselor or admin	Suspension (1-3 days)	Suspension (3-5 days)
Smoking / Electronic Cigarette	Suspension (1 -3 day) + Referral to Alt to Suspension	Suspension (1-3 days)	Suspension (3-5 days)	Suspension (5 days) +
Theft / Possession of Stolen Property	Suspension - 3 days + Restitution + Police Contact	Suspension (5 days) + Police Contact + possible Expulsion/ Placement recommendation	Suspension (5 days) + Police Contact + Expulsion/Alternative	
Transfer / Sale of Narcotics	Recommendation for Expulsion			
Under the Influence	Suspended – (3 days) + Alt to Suspension referral	Suspended (3-5 days) + Expulsion/Alternative placement recommendation		
Vandalism / Graffiti / Tagging	Restitution, Confiscate Items, Suspension (1-5 days) + Police Contact	Recommendation for Expulsion/Placement + Police Contact		

***This is a guide and the CEC administration reserves the right to modify on a case by case basis.**

Creekside Education Center-CHS & SJHS
Course of Study

ENGLISH						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
1002	English Essentials 1A			X		5
1003	English Essentials 1B			X		5
1073	English 1A	CHS & SJHS	X	X	CHS/SJHS	5
1075	English 1B	CHS & SJHS	X	X	CHS/SJHS	5
1103	English 2A	CHS & SJHS	X	X	CHS/SJHS	5
1104	English 2B	CHS & SJHS	X	X	CHS/SJHS	5
1134	English 3A	SJHS	X		SJHS	5
1135	English 3B	SJHS	X		SJHS	5
1163	English 4A	SJHS	X		SJHS	5
1164	English 4B	SJHS	X		SJHS	5
1136	Amer Lit/Comp A	CHS		X	CHS	5
1137	Amer Lit/Comp B	CHS		X	CHS	5
1183	World Lit/Comp A	CHS & SJHS		X	CHS/SJHS	5
1184	World Lit/Comp B	CHS & SJHS		X	CHS/SJHS	5
9740	Senior Portfolio			X		3
1599	Beg Journalism A	SJHS "g"	X			5
1600	Beg Journalism B	SJHS "g"	X			5
MATH						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
3035	Consumer Math A			X		5
3036	Consumer Math B			X		5
3699	Pre-Calculus A	SJHS	X		SJHS	5
3700	Pre-Calculus B	SJHS	X		SJHS	5
3047	Math 1A	CHS & SJHS	X	X	CHS/SJHS	5
3048	Math 1B	CHS & SJHS	X	X	CHS/SJHS	5
3049	Math 2A	CHS & SJHS	X	X	CHS/SJHS	5
3050	Math 2B	CHS & SJHS	X	X	CHS/SJHS	5
3051	Enhanced Math 2A	SJHS	X		SJHS	5
3052	Enhanced Math 2B	SJHS	X		SJHS	5
3053	Math 3A	SJHS	X		SJHS	5
3054	Math 3B	SJHS	X		SJHS	5
3533	College Math Prep A			X		5
3534	College Math Prep B			X		5
Social Science						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
6242	World History A	SJHS & CHS	X	X	CHS/SJHS	5
6244	World History B	SJHS & CHS	X	X	CHS/SJHS	5
6303	US History A	SJHS & CHS	X	X	CHS/SJHS	5
6305	US History B	SJHS & CHS	X	X	CHS/SJHS	5

6501	American Government	SJHS & CHS	X	X	CHS/SJHS	5
6611	Economics	SJHS & CHS	X	X	CHS/SJHS	5
6841	Psychology	SJHS	X		SJHS	5
6863	Sociology	SJHS	X		SJHS	5
6233	Geography A	SJHS	X		SJHS	5
6234	Geography B	SJHS	X		SJHS	5
6842	AP Psychology A	SJHS	X			5
6843	AP Psychology B	SJHS	X			5
Visual/Performing Arts						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
7037	Paint/Draw A	CHS		X		5
7038	Paint/Draw B	CHS		X		5
7098	Video Prod A			X		5
7099	Video Prod B			X		5
7107	Beg Ceramics A	CHS		X		5
7108	Beg Ceramics B	CHS		X		5
7007	Intro to Art A	CHS	X	X		5
7008	Intro to Art B	CHS	X	X		5
9110	ROP CmpGraphic A	CHS & SJHS	X	X		5
9111	ROP CmpGraphic B	CHS & SJHS	X	X		5
7029	Drawing A	SJHS	X			5
7030	Drawing B	SJHS	X			5
7054	AP Art History A	SJHS	X			5
7055	AP Art History B	SJHS	X			5
Physical Education/Driver's Education						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
4015	PE Coed Q1			X		10
4016	PE Coed Q2			X		10
4017	PE Coed Q3			X		10
4018	PE Coed Q4			X		10
4000	Physical Education		X			40
8010	Driver's Education		X			2.5
Special Education						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
9464	Dir Studies A			X		20
9465	Dir Studies B			X		20
Science						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
5203	Earth Science A		X			5
5204	Earth Science B		X			5
5272	Int Science 1A			X		5
5273	Int Science 1B			X		5
52000	Living Earth 1	SJHS	X		SJHS	5
52001	Living Earth 2	SJHS	X		SJHS	5

52002	Chem Earth 1	SJHS	X		SJHS	5
52003	Chem Earth 2	SJHS	X		SJHS	5
Foreign Language						
2012	French 1 A	SJHS	X		SJHS	5
2013	French 1 B	SJHS	X		SJHS	5
2022	French 2 A	SJHS	X		SJHS	5
2023	French 2 B	SJHS	X		SJHS	5
2042	French 3A	SJHS	X		SJHS	5
2043	French 3B	SJHS	X		SJHS	5
2062	H French 4A	SJHS	X		SJHS	5
2063	H French 4B	SJHS	X		SJHS	5
2410	Korean 1A	SJHS	X		SJHS	5
2412	Korean 1B	SJHS	X		SJHS	5
20000	Korean 2A	SJHS	X		SJHS	5
20001	Korean 2B	SJHS	X		SJHS	5
2419	Korean 3	SJHS	X		SJHS	10
2212	Latin 1A	SJHS	X		SJHS	5
2213	Latin 1B	SJHS	X		SJHS	5
2222	Latin 2A	SJHS	X		SJHS	5
2223	Latin 2B	SJHS	X		SJHS	5
2250	H Latin 3A	SJHS	X		SJHS	5
2251	H Latin 3B	SJHS	X		SJHS	5
2501	Chinese 1A	SJHS	X		SJHS	5
2502	Chinese 1B	SJHS	X		SJHS	5
2505	Chinese 2A	SJHS	X		SJHS	5
2506	Chinese 2B	SJHS	X		SJHS	5
2312	Spanish 1A	SJHS	X		SJHS	5
2313	Spanish 1B	SJHS	X		SJHS	5
2322	Spanish 2A	SJHS	X		SJHS	5
2323	Spanish 2B	SJHS	X		SJHS	5
Independent Study						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
1895	ELD Ind Std		X	X		5
1995	English Ind Std		X	X		30
3991	Math Ind Std		X	X		20
5882	Physical Science IS		X	X		35
5992	Life Sci IS		X	X		35
6991	Social Sci Ind Std		X	X		35
4998	PE Ind Std CP		X	X		40
9870	Ind Study		X	X		10
7350	Art Ind Study		X	X		35

Electives						
Course ID	Course Name	A-G approved	SJHS	CHS	NCAA	Max Credits
8005	Health		X	X		5
8991	Leadership A			X		20
8992	Leadership B			X		20
9731	Work Exp F		X	X		20
9734	Work Exp S		X	X		20
9733	Comm Work Exp F		X			10
9735	Comm Work Exp S		X			10
9750	Community Exper Q1			X		5
9751	Community Exper Q2			X		5
9752	Community Exper Q3			X		5
9753	Community Exper Q4			X		5
9721	Student Asst Q1			X		5
9722	Student Asst Q2			X		5
9723	Student Asst Q3			X		5
9724	Student Asst Q4			X		5
9700	Student Assistant Fall		X			10
9702	Student Assistant Sp		X			10
9712	School Success			X		40
9864	Late Arrival			X		0
9866	Leaves Early			X		0
8509	Career Exploration		X	X		5
7073	Intro Cul Art A		X	X		5
7074	Intro Cul Art B		X	X		5
9178	ROP Fund Baking & pastry		X	X		10

MIDDLE SCHOOL ACADEMIC OFFERING

San Joaquin Schools (Grades 7-8) “Academics in a Safe and Nurturing Environment”

Classes are designed with the unique characteristics of the middle school student. Seventh and 8th grade students mix with all other students and have a variety of teachers. We focus on each student as an individual and our middle school program allows each student to grow academically, emotionally, and socially.

7TH GRADE REQUIRED CLASSES

MS MATH 7: Instructional time in this course focuses on:

- analyzing proportional relationships and using them to solve real-world and mathematical problems.
- applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- using properties of operations to generate equivalent expressions.
- solving real-life and mathematical problems using numerical and algebraic expressions and equations.
- drawing, constructing and describing geometrical figures and describing the relationships between them.
- solving real-life and mathematical problems involving angle measure, area, surface area, and volume.
- using random sampling to draw inferences about a population.
- drawing informal comparative inferences about two populations.
- investigating chance processes and developing, using, and evaluating probability models.

SOCIAL SCIENCE: Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, America, and Asia from 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during the medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. In aligning our studies with the Common Core Standards, students will work collaboratively on research projects and presentations. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today. This course is a blended course with some coursework completed using an online program.

SCIENCE: In 7th Grade Life Science, students will learn many new skills and scientific concepts. The curriculum is aligned with the California State Science Standards. Areas of study include Plants and Animals, Health, Cell Biology, Genetics, Evolution and Earth’s History, and Living Systems. Science process skills are stressed with an emphasis on metric measurement labs and quantitative analysis of data. Teaching strategies used to deliver the curriculum include textbook information acquisition and note taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, and hands-on laboratory experiences.

LANGUAGE ARTS AND READING: The emphasis in the 7th grade Language Arts classes is to teach students to become strategic learners and critical thinkers—eventually ensuring that they are college and career ready. Further, Common Core State Standards encourage collaborative learning environments with the use of more technology to foster learning. Students will read a variety of literary texts (e.g. novels, literary nonfiction, informational text, short stories, poetry, etc.). Reading skills, literary analysis, and higher-level comprehension work are incorporated within each unit. Students also participate in extensive free-choice reading in addition to the required assigned reading. Writing will encompass the following formats: arguments, informative/explanatory texts, and narratives. Vocabulary development is extensive. To establish the necessary foundation for developing critical thinking skills, students will continue to strengthen their basic skills in the areas of spelling, vocabulary, and grammar usage.

8TH GRADE REQUIRED CLASSES

MS MATH 8:

Instructional time in this course focuses on:

- knowing that there are numbers that are not rational, and approximating them using rational numbers.
- working with radicals and integer exponents.
- understanding the connections between proportional relationships, lines, and linear equations.
- analyzing and solving linear equations and pairs of simultaneous linear equations.
- defining, evaluating, and comparing functions.
- using functions to model relationships between quantities.
- understanding congruence and similarity using physical models, transparencies, or geometry software.
- understanding and applying the Pythagorean theorem.
- solving real-world and mathematical problems involving volume of cylinders, cones and spheres.
- investigating patterns of association in bivariate data

SOCIAL SCIENCE: Eighth grade students study U.S. History and Geography as they learn about the growth and conflicts the colonists had to face in building our nation. The goal of the course is for students to learn about democracy, civic values, content knowledge, and diverse cultures. Units include: our Colonial Heritage, American Revolution, Constitution, Civil War, and Rise of Industrial America. In aligning our studies with the Common Core Standards, students will work collaboratively on research projects and presentations. Students will learn to appreciate and understand the development of America, its history and its culture. This course is a blended course with some coursework completed using an online program.

SCIENCE: The curriculum is closely aligned with the California Common Core Standards. The content delivery is spiraled and becomes increasingly challenging as students' progress through the year. Eighth grade students will study Physical Science including: Astronomy, Chemistry, Motion, Force and Energy. Teaching strategies used to deliver the curriculum include: textbook information acquisition and note taking techniques, scientific illustrating, critical thinking and problem solving activities, cooperative group projects, hands-on laboratory experiences, science research projects, self-directed learning/inquiry, and authentic assessment. Students are encouraged to be inquisitive and analytical. Lifelong enthusiasm for science is fostered with real world scientific applications.

LANGUAGE ARTS: The emphasis in the 8th grade Language Arts classes is to teach students to become strategic learners and critical thinkers—eventually ensuring that they are college and career ready. Further, Common Core State Standards encourage collaborative learning environments with the use of more technology to foster learning. Students will read a variety of literary texts (e.g. novels, literary nonfiction, informational text, short stories, poetry, etc.). Reading skills, literary analysis, and higher-level comprehension work are incorporated within each unit. Students also participate in extensive free-choice reading in addition to the required assigned reading. Writing will encompass the following formats: arguments, informative/explanatory texts, and narratives. Vocabulary development is extensive. To establish the necessary foundation for developing critical thinking skills, students will continue to strengthen their basic skills in the areas of spelling, vocabulary, and grammar usage.

MIDDLE SCHOOL PHYSICAL EDUCATION

Physical education is required of all middle school students. Students are required to spend 40 minutes a day exercising. Students can complete this requirement through team participation, dance classes, or other organized athletic activities. They log in their time spent each month and turn in their logs monthly. A signed letter from the dance studio or coach listing the skills practiced and the time spent each week will also complete this requirement. The class is a credit/ no credit class.

Creekside Education Center, Academic Offering (9th-12th)

COURSE DESCRIPTIONS

ENGLISH

ENGLISH 1A & 1B

Course Code #1073, 1075

Ninth Grade English Language Arts focuses on comprehension and composition of informational, literary and persuasive texts. This course exposes students to a variety of texts from American and world cultures. Students read novels, short stories, plays, essays, poems and nonfiction. Students write in a variety of styles with a focus on structure, vocabulary and writing mechanics.

Understanding and Knowledge:

Reading Literature:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to ...

- Students will use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessments and SLO's: Students will ...

- Assessment tools include the following but are not limited to:
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

ENGLISH 2 A & B

Course Code #1103, 1104

Tenth grade English Language Arts focuses on comprehension and composition of informational, literary, and persuasive texts. This course exposes students to a variety of texts from American and world authors. Students read novels, short stories, plays, essays, poems and non-fiction. Students write in a variety of styles with a focus on structure, vocabulary, and

writing mechanics.

Understanding and Knowledge:

Objectives

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of American literature

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to ...

- Students will use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessments and SLO's: Students will ...

- Assessment tools include the following but are not limited to:
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

AMERICAN LITERATURE/COMPOSITION A & B ENGLISH 3 A & B

Course Code #1136, 1137
Course Code #1134, 1135

This course is designed to stretch the student intellectually and philosophically. Students will read various pieces of literature that teach us about our nation's history, both in fiction and in non-fiction. Students will discuss the dilemma of power struggles, the dichotomy of ethical choices, the elements of survival and what they tell us about human nature. Each quarter will generally focus on one novel of study. Additionally, students will read a variety of news articles, speeches, poems, and short stories. Finally, students will further develop their written and oral communication through essays and speeches.

Understanding and Knowledge:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate

time create such effects as mystery, tension or surprise

- Analyze a particular point of view or cultural experience reflected in a work of American literature
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well –structured event sequences
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to...

- Students will use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- Develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessment & SLO's: Students will...

- Demonstrate proficiency in classroom assignments, writing prompts, projects, and essays
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Effectively collaborate with others through group activities, projects, and editing sessions.
- Demonstrate the ability to use expressive language through speaking and writing.
- Engage in problem solving and critical thinking within and across subject areas.
- Apply prior knowledge to help understand the concepts presented in class.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

**WORLD LITERATURE/COMPOSITION
ENGLISH 4 A & B**

**Course Code #1183, 1184
Course Code #1163, 1164**

This course offers an overview of concepts, styles, and philosophies with major writers of the world, ranging from Classical Greek drama to modern European writing. In addition, more practice will be given in narrative, expository, and persuasive writing.

Understanding and Knowledge:

Objectives

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of American literature

Writing:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well –structured event sequences

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to ...

- use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting for essays
- develop ability to think critically and solve problems by completing challenging projects and assignments.

Assessment & SLO's: Students will...

- Assessment tools include the following but are not limited to:
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

SENIOR PORTFOLIO

Course Code #9740

This course will help seniors gather and develop pertinent information for life after high school. Students will plan and prepare for admission to college or trade schools. Students will learn about the application process, funding sources (including FAFSA, scholarships and grants), developing pathways, choosing the right school, and learning more about the kind of student they are to ensure success in their college endeavor. Students will also prepare for joining the workforce by developing resumes, cover letters, gather letters of recommendations, learn interview techniques, develop presentations, evaluate their technical and writing skills, set life, career, and academic goals, and prepare a final portfolio to use as reference after leaving secondary education.

Understanding and Knowledge:

- Know their intended major and find matching colleges or trade schools
- College and trade school financing options, such as FAFSA, scholarships, and grants
- Study what career options are available and the pathway to achieving that career goal
- Understand their learning style, working style, and their overall personality traits for different types of colleges and careers

Skills: Students will be able to ...

- Apply for multiple colleges, scholarships, grants, and FAFSA
- Interview and prepare for jobs with confidence and appropriate knowledge of their industry expectations
- Write and update their resumes and letters of recommendations for future jobs and college applications
- Develop and set ever changing goals for their future, including the ability to re-evaluate those goals on a regular basis

Assessment & SLO's: Students will...

- Articulate their intended pathways and develop a plan to accomplish their goals
- Understand and act on the importance of giving back to their community
- Assume the responsibility for their future education and careers

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 3 UC/CSU: NCAA:

BEGINNING JOURNALISM AB

Course Code #1610, 1611

In this college preparatory class, students will study the types of writing specific to the print media. They will learn to write, edit and publish a school newsletter and maintain an online site. Student will learn to be part of a team facing intense deadlines.

Understanding and Knowledge:

- Understand the function of a free press in a democratic society
- Know the rights and responsibilities of publications
- Understand the process of publishing a newspaper
- Know the different types of writing represented in a newspaper and the function of each

Skills: Students will be able to...

- Understand how to interact with various genres.
- Generate thoughtful and critical questions regarding a piece of literature.
- Communicate an opinion clearly and articulately with both written and oral language.
- Write persuasive and thoughtful pieces of varying lengths.
- Reflect on their growth as readers, writers, and critical thinkers.

Assessment & SLO's: Students will...

- Read, listen and speak reflectively and intelligently.
- Explore ideas beyond the surface when analyzing propaganda and advertising.
- Provide constructive criticism for their own growth as well as the growth of others in the class.
- Respect, accept, and appreciate varying opinions and interpretations.
- Apply issues discussed in class to outside experiences.
- Work collaboratively on project and group assignments, contribute to class discussions.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

COURSE DESCRIPTIONS

MATHEMATICS

CONSUMER MATH A & B

Course Code #3035, 3036

Consumer Math is designed to provide students with a comprehensive study of the mathematics used in consumer decision-making for the present time and in the future. Calculator usage will be taught to enable the student to perform advanced calculations and enhance problem-solving skills. Topics taught include banking skills, purchases, insurance, investments and taxes. Students who successfully complete the Consumer Mathematics course will be able to solve practical and functional math problems as related to everyday situations.

Understanding and Knowledge:

- Students will be able to apply the basics of personal finance to real world situations
- Students will understand the rules and regulations of federal and state taxes
- Students will use statistics to make data-based financial decisions
- Students will distinguish between various forms of debt and credit and analyze each
- Students will calculate return on various forms of investments

Skills: Students will be able to ...

- analyze and calculate automobile expenses.
- maintain accurate banking records and types of credit.
- analyze all options when purchasing consumable goods to make a logical, educated decision.
- utilize basic investment principle
- evaluate the costs involved in paying for a residence.
- develop the components of a budget based upon a determined amount of earnings and taxes.

Assessment and SLO's: Students will ...

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

MATH 1 AB

Course Code #3047, 3048

Math 1 is the first course in the college preparatory math sequence. It is a study of real numbers and their properties, linear and exponential functions; equations and expressions; statistics; transformations and congruence. This course is aligned with the Common Core state standards. Passing this course is a requirement for graduation.

Understanding and Knowledge:

- Students will develop an understanding of the symbolic language of mathematics
- Students will investigate and explore problems that develop algebraic skills, concepts
- Students will explore math 1 content with a focus on conceptual understanding and symbolic reasoning as well as procedural knowledge and symbolic manipulation.
- Students will understand, model and apply this content to solve significant quantitative problems
- Students will demonstrate initiative, motivation, and ability to address and complete a task
- Students will investigate and explore problems that develop algebraic, geometric, and statistics and probability skills, concepts, and relationships

Skills: Students will be able to ...

- Reason quantitatively and use units to solve problems
- Interpret the structure of expressions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations

- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Assessment and SLO's: Students will ...

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

MATH 2 AB

Course Code #3049, 3050

Math 2 is the second course in the college preparatory math sequence. It is a study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math 1. This course is aligned with the Common Core state standards.

Understanding and Knowledge:

- Students will extend their understanding of the symbolic language of mathematics
- Students will investigate and explore problems that develop algebraic skills, concepts
- Students will explore math 2 content with a focus on conceptual understanding and symbolic reasoning as well as procedural knowledge and symbolic manipulation.
- Students will understand, model and apply this content to solve significant quantitative problems
- Students will demonstrate initiative, motivation, and ability to address and complete a task
- Students will investigate and explore problems that develop algebraic, geometric, and statistics and probability skills, concepts, and relationships

Skills: Students will be able to...

- Reason quantitatively and use units to solve problems
- Use real and complex numbers to solve quadratic equations
- Understand the link between probability and data through conditional probability and counting methods
- Use probability in making and evaluating decisions
- Understand right triangle trigonometry and how it connects to quadratics through Pythagorean relationships
- Understand circles and their quadratic algebraic representations

Assessment & SLO's: Students will...

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

MATH 3 AB**Course Code #3053, 3054**

Math 3 is the third course in the college preparatory math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards.

Understanding and Knowledge: Students will....

- Build on topics from Math II to enhance understanding and application of mathematical concepts and procedures learned previously.
- Reason quantitatively and with precision when solving problems
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Investigate and explore problems that extend and develop mathematical skills, concepts, and relationships
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Connect concepts to the real world using mathematical modeling
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.

Skills: Students will be able to...

- Connect concepts to real world using mathematical modeling
- Reason quantitatively and use units to solve problems
- Explain and justify the processes they use in solving problems
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Use appropriate technology to enhance learning and understanding

Assessment & SLO's: Students will...

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

PRE-CALCULUS AB**Course Code #3699, 3700**

This course is a college-preparatory mathematics elective. It is designed to introduce mathematical concepts and to extend critical thinking skills and rigor to prepare a student for success in Calculus. Successful completion is encouraged for admission to the most competitive four-year colleges and universities.

Understanding and Knowledge:

- Students will build on and expand mathematical content and concepts from prior college-preparatory math coursework to enhance understanding and application of advanced algebraic concepts and procedures.
- Students will extend knowledge of prior function families and become familiar with new ones to provide models in applied settings.
- Students will build upon fundamental trigonometric ideas learned earlier to complete the broad range of right triangle and circular trigonometry concepts and applications.
- Students will investigate connections and relationships among the mathematical concepts.
- Students will explore mathematical proof and higher-level critical thinking and problem solving.
- Students will develop mastery of the California Math Standards in Pre-Calculus and in Trigonometry.

Skills: Students will be able to...

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Apply verbal, analytical, graphical, and numerical approaches to problem solving in authentic settings.
- Develop strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of

concepts.

- Use appropriate technology to enhance learning, understanding, and applying course content.
- Develop proficiency by analyzing characteristics of models, graphs, and properties of a variety of function families—linear, polynomial, rational, exponential, logarithmic, and trigonometric.
- Exploring applications involving these function families from a variety of academic disciplines.
- Acquiring familiarity with strategies for mathematical proof.
- Investigating the concept of limit and its implications for Calculus.
- Extending understanding of topics such as systems of equations and inequalities, matrices, conic sections, sequences and series, probability and statistics.
- Investigating the graphs of Complex numbers with polar graphing.
- Working with concepts from three-dimensional analytic geometry involving vectors.

Assessment & SLO's: Students will...

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

College Prep Math AB

Course Code #3533, 3534

This course is a math elective and is the IVC 353/253 course. Students will early high school math credit as well as credit at IVC for successful completion of the course.

Assessment & SLO's: Students will...

- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

COURSE DESCRIPTIONS

SOCIAL SCIENCE

WORLD HISTORY A & B

Course Code #6242, 6244

This College Prep World History course is designed to reinforce and broaden the student's depth of knowledge of World History from the birth of democratic ideas in Greece and Rome up through the Cold War era. Course content extends from the rise of democracy and how the effects of the Middle Ages, Renaissance and Reformation change the democratic ideals through time. Revolutionary ideas will be explored through the era of the Enlightenment period where students will analyze how the impact of this era shaped the English Revolution, Glorious Revolution, American Revolution, French Revolution, and Industrial Revolution. Further, students will explore the rise of nations, post-revolutions, and examine their impacts on the world through the rise of imperialism which leads to worldwide tensions causing World War I, World War II, and finally the Cold War.

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.
- Being able to analyze the Political, Economic, Religious, Social, Intellectual, and Artistic ramifications of historical events and being able to make connections to their importance in history.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Skills: Students will be able to ...

- Develop ability to think critically and solve problems by completing challenging projects and assignments.
- Further develop technological and research skills by completing Prezi, PowerPoint, and essay assignments.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.
- Effectively work in collaborative groups to complete group assignments efficiently.

Assessment and SLO's: Students will ...

- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examinations, Socratic seminars, worksheets, projects, and presentations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Be able to use historical events and align them with current events to see the change in the historiography of Modern World History.
- Complete quarterly in-class assessments and complete two research essays a year.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

UNITED STATES HISTORY A & B

Course Code #1073, 1075

U.S. History is a survey course of the major themes in early American history beginning with a review of the establishment of the United States of America & the Civil War periods continuing through the Roaring Twenties. The second semester focuses on the periods of the Great Depression, World War II, and Cold War to the 21st Century. The course will place an emphasis on developing critical thinking and writing skills and students will be taught how to write a claim and support it with historical evidence. Students will be exposed to the material in a variety of ways, including direct instruction, in order to teach the major events and concepts throughout American history that are essential for every American citizen.

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.
- Being able to analyze the Political, Economic, Religious, Social, Intellectual, and Artistic ramifications of historical events and being able to make connections to their importance in history.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Skills: Students will be able to...

- Develop ability to think critically and solve problems by completing challenging projects and assignments.
- Further develop technological and research skills by completing Prezi, PowerPoint, and essay assignments.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.
- Effectively work in collaborative groups to complete group assignments efficiently.

Assessment & SLO's: Students will...

- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examinations, Socratic seminars, worksheets, projects, and presentations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Be able to use historical events and align them with current events to see the change in the historiography of United States History.
- Complete quarterly in-class assessments and complete two research essays a year.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

ECONOMICS

Course Code #6611

This course is designed to introduce students to the unique relationship between people, their leaders, and their expenditures. We will examine closely the economic and governmental systems in the United States and around the world. The students will be given an opportunity to analyze the study of choices. These choices are often financial, but they may extend beyond the realm of "money" to concerns about quality of life, happiness, and success. We will examine choices both on a small (micro) and large (macro) scale. Emphasis will be placed on the past, current, and projected future impact of the choices that have been made throughout the world around us. Subsequently, the bulk of the work in this class is not to prepare students to succeed on Jeopardy, but rather to develop each student's ability to understand the complexity of the economic, political, and social world around them. Furthermore, an added emphasis on personal financial literacy will be integrated into each unit of study

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.
- Being able to analyze the Political, Economic, Religious, Social, Intellectual, and Artistic ramifications of historical events or issues and being able to make connections to their importance in history.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Skills: Students will be able to ...

- Develop ability to think critically and solve problems by completing challenging projects and assignments.
- Further develop technological and research skills by completing Prezi, PowerPoint, and essay assignments.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.
- Effectively work in collaborative groups to complete group assignments efficiently.

Assessment and SLO's: Students will ...

- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examinations, Socratic seminars, worksheets, projects, and presentations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Be able to use historical events and align them with current events to see the change in the historiography of Economics
- Complete quarterly in-class assessments and complete one argumentative essay per semester.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

The purpose of this course is to help you gain a better understanding of the reasons for government and its place in your life. We will focus on the role of government in history, organization and operation of local, state, and national government. Students will study the U.S. Constitution with particular emphasis on the legislative, executive, and judicial branches. The course is intended to enable students to become active citizens in the democratic process.

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.
- Being able to analyze the Political, Economic, Religious, Social, Intellectual, and Artistic ramifications of historical events or issues and being able to make connections to their importance in history.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Skills: Students will be able to ...

- Develop ability to think critically and solve problems by completing challenging projects and assignments.
- Further develop technological and research skills by completing Prezi, PowerPoint, and essay assignments.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.
- Effectively work in collaborative groups to complete group assignments efficiently.

Assessment & SLO's: Students will ...

- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examinations, Socratic seminars, worksheets, projects, and presentations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Be able to use historical events and align them with current events to see the change in the historiography of United States Government.
- Complete quarterly in-class assessments and complete one argumentative essay per year.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

PSYCHOLOGY

Course Code #1073, 1075

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Understanding and Knowledge:

- Students will interpret charts, maps, and graphs which show key information, such as population, resources, movement, battles, and change over time.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same social event or issue by assessing the authors' claims, reasoning and evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting
- Construct a well-organized argument using precise language and evidence from supported text
- Write informative/explanatory text of social events and developments

Skills: Students will be able to ...

- Compare and contrast the field of psychology with other social and physical sciences
- List and explain the goals of psychological research
- Describe social learning and discuss factors that influence socially learned behavior

- Define sensation and describe the study of psychophysics
- Identify brain structures and various factors influencing memory formation
- Summarize the nature versus nurture debate
- Define personality and discuss environmental and biological influences on personality
- Compare and contrast the medical and biopsychosocial perspectives of psychological disorders
- Identify important factors in the formation and maintenance of close relationships

Assessment and SLO's: Students will ...

- Assessment tools include the following but are not limited to:
- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examination, Socratic seminars, worksheets, projects and presentations
- Assume a high level of responsibility for their own learning including effective time management, organization of materials and conscientious fulfillment of assignments
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

SOCIOLOGY

Course Code #6863

Providing insight into the human dynamics of our diverse society, this is an engaging one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times

Understanding and Knowledge:

- Students will interpret charts, maps, and graphs which show key information, such as population, resources, movement, battles, and change over time.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same social event or issue by assessing the authors' claims, reasoning and evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting
- Construct a well-organized argument using precise language and evidence from supported text
- Write informative/explanatory text of social events and developments

Skills: Students will be able to ...

- Identify the factors that account for variations among and within cultures
- Outline the basic values that form the foundation of American culture and describe the new values that have developed in the United States since the 1970s
- Describe how the composition of the labor force in the United States has changed throughout history
- Identify the principal types of crime in the United States, and describe the characteristics of the American criminal-justice system
- Explain how different motivations and cultural values influence the American class system
- Describe the characteristics that distinguishes minority groups from one another
- Describe the characteristics of the capitalist and the socialist economic systems, and outline the developments that have transformed the American economic system
- Compare and contrast the views of sociologists concerning education, and identify some of the current issues in American education

Assessment and SLO's: Students will ...

- Assessment tools include the following but are not limited to:
- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examination, Socratic seminars, worksheets, projects and presentations
- Assume a high level of responsibility for their own learning including effective time management, organization of

- materials and conscientious fulfillment of assignments
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

GEOGRAPHY A & B

Course Code #6233, 6234

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school-level course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students’ understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

Understanding and Knowledge:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting
- Construct a well-organized claim using precise language and evidence from supported text
- Write informative/explanatory text of historical events

Skills: Students will be able to ...

- Students will use technical skills necessary to read/write/present: instructions, table, chart, reports (progress, research), proposal, letters (complaint, request, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- Interpret maps and spatial data to analyze the organization of people and places
- Identify factors that affect the delineation of regions and the role that natural and political boundaries play in the regionalization process
- Analyze relationships and patterns that occur at different geographic scales
- Examine the effect of changing political, economic, cultural and physical systems on the relationships among places
- Investigate ways the environment has influenced human inhabitation and analyze the effect that human settlement and activity have had on the environment
- Use social studies skills to access, interpret and apply information from a variety of sources
- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet methods of research
- Develop ability to think critically and solve problems by completing challenging projects and assignments

Assessments and SLO’s: Students will ...

- Assessment tools include the following but are not limited to:
- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examination, Socratic seminars, worksheets, projects and presentations
- Assume a high level of responsibility for their own learning including effective time management, organization of materials and conscientious fulfillment of assignments
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

The AP Psychology Course is a year-long, college level course that will introduce students to the systematic study of the behavior and mental processes of human means and other animals. Students are exposed to the psychological facts, principles and phenomena associated with the major fields within psychology. Students will also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP Exam.

Understanding and Knowledge:

- Students will interpret charts, maps, and graphs which show key information, such as population, resources, movement, battles, and change over time.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate authors' differing points of view on the same social event or issue by assessing the authors' claims, reasoning and evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting
- Construct a well-organized argument using precise language and evidence from supported text
- Write informative/explanatory text of social events and developments

Skills: Students will be able to ...

- Comprehension of psychology as a broad field of study and the ability to identify the major subdivisions in the field as they facilitate our understanding of human behavior, cooperation, and conflict in human relationships.
- Understanding of the main theories and concepts of psychology such as the biological perspective, the psychosocial theories and the scientific method.
- An increased understanding of the self and others and how the self- functions in an Interdependent world.
- An analysis of the nature of being human and examining relationships, both individually and collectively, from a psychological point of view

Assessment and SLO's: Students will ...

- Assessment tools include the following but are not limited to:
- Demonstrate knowledge obtained through formative and summative assignments such as quizzes, written examination, Socratic seminars, worksheets, projects and presentations
- Assume a high level of responsibility for their own learning including effective time management, organization of materials and conscientious fulfillment of assignments
- Research Projects and Student Grades
- Oral Communication and Written Examinations
- Teacher Observation and Periodic review of work by Teacher

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

COURSE DESCRIPTIONS

VISUAL and PERFORMING ARTS

ROP COMPUTER GRAPHICS A & B

Course Code #9110, 9111

ROP Computer Graphics introduces the student to the aesthetic principles that govern artistic works in the graphic design industry. Students will develop and use academic vocabulary of the visual arts industry standards, recognize and respond to the elements and principles of art using meaningful constructive criticism and put into practice artistic concepts in original graphic design works. Students will use industry-standard software to create digital graphics. They will explore the skills and professional methods used by graphic designers. Using vector graphic illustration software students will solve visual arts problems by implementing the expressive aspects of line, shape, value and form as well as learn the art of typography and color theory. Using raster graphic image editing software, students will manipulate and apply artistic effects to digital photographs and art. Students will gain the artistic principles, concepts, vocabulary and technical skills, which the creative industry often requires of entry-level candidates.

Understanding and Knowledge:

- The importance and influence graphic software design programs have in today's society
- The Elements of Art and how they interrelate to layout, design, and composition
- Basic knowledge of Adobe Photoshop and illustrator
- Overview knowledge of Adobe Creative Suite and how each of the programs interrelate
- College and Career pathways

Skills: Students will be able to ...

- Demonstrate awareness of industry standards and career opportunities.
- Organize and manage artist tools and materials on the computer; maintain files.
- Discuss examples of successful graphic design pieces in terms of specific elements of art.
- Solve art problems in terms of line, shape, value, form, texture, color, and space.
- Demonstrate understanding of layout/composition, balance, contrast, and other elements.
- Write a clear artist statement of one's original work.
- Discuss the creative solution of concept development from thumbnails to final design.
- Use modes and channels, bit depth, hue, saturation and brightness.
- Manipulate image size and resolution; adjust color and tone; manage curves.
- Research and utilize a variety of resources; discuss and comply with copyright laws.
- Solve visual art problems using vector graphic illustration software.
- Manipulate and apply artistic effects to digital photographs and art.
- Research employment opportunities; prepare portfolio of work samples, a completed application for employment, and a resume.
- Demonstrate appropriate work ethics and professional demeanor as demanded by the industry.
- Demonstrate the ability to work independently or as a member of a team.
- Utilize problem solving and critical thinking skills.
- Listen attentively, follow directions and effectively relay directions to others.

Assessment and SLO's: Students will ...

- Effectively collaborate with others on group projects and peer reviews.
- Develop, create, support, and evaluate artistic projects, both professional work as well as student work.
- Student will demonstrate complex thinking on written assignments, quizzes covering industry standard vocabulary, terminology, and software tools and techniques.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

PAINT/DRAW A & B**Course Code #7037, 7038**

Students will create artwork in pencil, charcoal, pen, oil & chalk pastel, watercolor and mixed media. Throughout this course, students utilize traditional drawing and painting techniques. Each project assigned facilitates in building an understanding of the properties of light, aerial perspective, scale, and proportion. The elements of art and principles of design are integrated into student projects. Teacher demonstrations and power points enable them to develop an appreciation for the visual arts as well as expose them to the various styles of painting from ancient to modern art eras. Art is a vehicle for knowing and understanding the world and their heritage. At this level, students may discover or develop a unique talent that could lead to further studies or career opportunities in visual art.

Understanding and Knowledge:

- Demonstrates intermediate level drawing and painting skills, materials, techniques, and safe practices.
- Understand perspective and light direction through shading or color organization.
- Demonstrates an intermediate skill level and knowledge of elements of art and principles of design in a variety of drawing and painting media.
- Critically and objectively analyzes drawings and paintings using comparison and contrast.
- Distinguishes intended meanings of visual images, themes, and ideas by evaluating the composition.

Skills: Students will be able to ...

- Utilize various drawing and painting media in a creative work of art
- Utilize and identify various surfaces used with drawing and painting
- Develop ideas into a finished drawing and/or painting
- Create grids and use grids to create a work of art
- Understand symmetry as it relates to creating a work of art

Assessment & SLO's: Students will...

- Effectively collaborate and communicate with others on group projects
- Healthy, self-directed individuals
- Strategically think

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

BEGINNING CERAMICS A & B**Course Code #7107, 7108**

Beginning Ceramics A is an introductory course designed to give the students experience with basic hand building and potter's wheel techniques. Hand building techniques including pinch pot construction, coil construction and slab building will be explored in a variety of projects. Basic throwing skills on the potter's wheel will be introduced. This course also includes the basic of both low and high-fire glaze application. Students will learn the elements of design and how they relate to the ceramic form. This class is for anyone interested in learning to work with clay, regardless of talent or previous experience. Beginning Ceramics B is more challenging than Ceramics A and students are expected to have become proficient in the skills presented in the previous semester. Students will refine and extend all the basic techniques as well as explore new areas on the wheel and a variety of decorating techniques. The history of Ceramics and basic glaze chemistry will be discussed. Students will be asked to apply the elements of design, how they relate to ceramic form and how to successfully apply this language in an arts setting.

Understanding and Knowledge:

- Students will participate in individual and group critiques.
- Students will complete one museum or art gallery/art exhibition per semester. Written critiques and analysis of these experiences will be required.
- Students will be responsible for information presented on basic glaze chemistry and the history of Ceramics.

Skills: Students will be able to ...

- Apply learned hand building techniques to create, drape, coil, slab and mask forms
- Apply learned potter's techniques to create, bowl, plate, cup, and vase shapes
- Discuss the process that lead to the creation of their work
- Evaluate and critique artwork based upon four elements, form, function, craftsmanship, and surface design

Assessment & SLO's: Students will ...

- Effectively communicate ideas
- Strategically plan and think to problem solve

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

VIDEO PRODUCTION A & B**Course Code #7098, 7099**

This course is designed to introduce students to video production. Students will learn the basics of operating different digital cameras, lighting equipment, the use of different backgrounds, using a green screen, and using Adobe Premiere Pro to edit basic videos. Students will be exposed to script writing and storyboarding techniques. Students will produce four projects from a basic stop motion video to learn Adobe Premiere to a final fully planned and edited video with sound and voice overs. Students will have opportunities to learn about different films and industries, such as, movies, television, online media, and advertising while developing a knowledge of their meaning and purposes.

Understanding and Knowledge:

- Basic knowledge and use of different video cameras, recording equipment, and lighting
- Basic knowledge and use of Adobe Premiere Pro to edit and arrange video, images, and sound
- Script writing and industry standard formatting
- Developing storyboards to plan and pitch a film idea

Skills: Students will be able to ...

- Plan and develop video filming ideas, including the use of scheduling, scripting, and storyboarding
- Collaborate with other students to plan, develop ideas, film, and edit projects
- Operate different types of filming equipment, including cameras, lighting, microphones, and green screens
- Use Adobe Premiere Pro for editing all projects
- Create and record music and voice overs
- Look at professional filming projects and develop opinions and critiques for content, editing, and filming techniques
- Work in different capacities within each project, such as editor, camera operator, sound editor, writer, storyboard developer, lighting technician, director, and project manager.

Assessment & SLO's: Students will...

- Develop as Effective Communicators by participating in various film production positions by communicating their needs and expectations to their peers
- Utilize and develop their Strategic Thinking skills by planning, developing, interpreting, and compiling complex projects as assigned
- Build their Healthy Self-direction skills by taking each project and developing a complex plan and execute their plan from design to final project
- Exercise their Contributing 21st Century Citizen skills by helping other groups as their needs require.
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SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

INTRODUCTION TO ART A & B**Course Code #7007, 7008**

This one-year course introduces students to the Elements of Art and Principles of Design while developing drawing skills and painting techniques. Studio experiences in the classroom will give students opportunities to experience a variety of media (pencil, pen, ink, charcoal, pastel, watercolor, and tempera paint) while developing student's individual style and creative problem solving skills. Students will demonstrate their ability to respond, to analyze and to interpret their own artwork and the work of others through discussions, critiques, and writings.

Understanding and Knowledge:

- The role of the visual arts in our community
- The role of visual images as they depict human culture and social order past and present
- Career opportunities in the visual arts

Skills: Students will be able to...

- Communicate ideas visually through a variety of media and tools
- Use the art elements and principles to produce works of art
- Develop aesthetic judgement
- Compare and evaluate works of art produced within the class
- Identify one or more of the major periods and/or styles in art history
- Create symmetry
- Understand color schemes
- Identify Elements of Art and principles of Design

Assessment & SLO's: Students will...

- Strategic thinking
- Effective communicators

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

DRAWING A & B

Course Code #7029, 7030

Students will create artwork in pencil, charcoal, pen, oil & chalk pastel, watercolor and mixed media. Throughout this course, students utilize traditional drawing and painting techniques. Each project assigned facilitates in building an understanding of the properties of light, aerial perspective, scale, and proportion. The elements of art and principles of design are integrated into student projects. Teacher demonstrations and power points enable them to develop an appreciation for the visual arts as well as expose them to the various styles of painting from ancient to modern art eras. Art is a vehicle for knowing and understanding the world and their heritage. At this level, students may discover or develop a unique talent that could lead to further studies or career opportunities in visual art.

Understanding and Knowledge:

- Demonstrates intermediate level drawing and painting skills, materials, techniques, and safe practices.
- Understand perspective and light direction through shading or color organization.
- Demonstrates an intermediate skill level and knowledge of elements of art and principles of design in a variety of drawing and painting media.
- Critically and objectively analyzes drawings and paintings using comparison and contrast.
- Distinguishes intended meanings of visual images, themes, and ideas by evaluating the composition.

Skills: Students will be able to ...

- Utilize various drawing and painting media in a creative work of art
- Utilize and identify various surfaces used with drawing and painting
- Develop ideas into a finished drawing and/or painting
- Create grids and use grids to create a work of art
- Understand symmetry as it relates to creating a work of art

Assessment & SLO's: Students will...

- Effectively collaborate and communicate with others on group projects
- Healthy, self-directed individuals
- Strategically think

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

AP Art History

Course Code #7054, 7055

This course focuses on the major forms of artistic expression of the past as well as the present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, slide presentations, discussion, examinations and in class essays. AP Art History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing at student's artistic knowledge base while improving his or her thinking and writing skills.

Understanding and Knowledge:

- Architecture, sculpture, painting and other art forms

Skills: Students will be able to ...

- Demonstrate an understanding of architecture, sculpture, painting and other art forms within a historical and cultural context
- Demonstrate their abilities to write college level essays analyzing different art forms
- Recognize the complexities of art and view it from multiple perspectives
- Articulate their reactions to a work of art.
- Examine works of art critically, with intelligence and sensitivity
- Develop the methodology needed to be successful on the AP Art History exam.

Assessment & SLO's: Students will...

- Demonstrate critical and creative thinking in class discussions and written assignment by learning to focus on analysis, interpretation, and evaluation
- Expand their abilities to communicate effectively both verbally and in writing
- Be self-directed and assume responsibility to manage their time in order to successfully complete the work of the course
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of diverse art forms to help them be knowledgeable global citizens.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

COURSE DESCRIPTIONS

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Course Code #4000, 4015, 4016, 4017, 4018

Our Co-Ed P.E. course is specifically designed to follow the CA state framework for Physical Education. This class will emphasize physical fitness and team sports. Students will be instructed in the fundamentals of calisthenics, stretching, strength and conditioning. Based on a year round curriculum students will be taught the sports of: Soccer, Basketball, Football, Volleyball, Dodgeball, Kickball, and Softball

CA Physical Fitness Test

Every April, our students will participate in the CA Physical Fitness Test. The fitness test includes the six standards of fitness: (1) aerobic capacity, (2) body composition, (3) Abdominal strength and endurance, (4) trunk extension strength and flexibility, (5) upper body strength and endurance, and (6) flexibility. A student must pass 5 of the 6 standards for completion and graduation.

Understanding and Knowledge:

- Appreciate the basic fundamentals of fitness and motor skill development.
- Understand rules, regulations, and strategies for various sports and games.
- Develop the basics of team sports and competition in a healthy safe environment.
- Know the basics of aerobic fitness, upper body strength, endurance, flexibility, and body composition.

Skills: Students will be able to ...

- Demonstrate a steady increase in flexibility, strength, and coordination.
- Show an increased understanding and knowledge of physical fitness and team sports.
- Be familiar with proper techniques of stretching, calisthenics, and strength building.
- Exhibit knowledge of rules and regulations pertaining to all team sports.
- Complete a written project pertaining to sports along with poster and oral presentation.

Assessment and SLO's: Students will be able to ...

- Become effective communicators through group participation, team work building and project presentations.
- Become healthy self-directed individuals by applying principles and concepts of physical education.
- Become contributing, 21st century citizens by demonstrating and understanding the rules and regulations of team sports in everyday life.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

COURSE DESCRIPTIONS

SCIENCE

EARTH SCIENCE A & B

Course Code #5203, #5204

Earth Science is a college prep course that satisfies the “g” requirement for admission to a UC/CSU school. This course is designed to give the student an understanding of the Earth and is based on the objectives and standards outlined in the California Science Framework/NGSS. Earth Science is a laboratory science designed to develop in the student an understanding of the earth and the universe around it through the study of topics in geology, weather, climate, biogeochemical cycles and space, as well as the development of lab skills needed to perform and analyze experiments.

Understanding and Knowledge:

- The role of science in our daily lives
- Analyze the interactions between the major systems (geosphere, atmosphere, hydrosphere, biosphere) that make up the Earth.
- The scientific process and problem solving.
- The relationship between members of our solar system.
- The Universe in relationship to the earth.
- The forces which produce the ever-changing surface features.
- The dynamics of weathering and erosion.
- The usage of weather instruments and the basic principles of weather.
- The importance of oceans and water to our planet.
- The physical properties and chemical composition to classify rocks and minerals.

Skills: Students will be able to ...

- Develop critical thinking, problem solving, and analysis skills necessary for successful performance in future courses.
- Be able to integrate the various disciplines of geology, meteorology, oceanography, and astronomy to solve earth science problems.
- Develop a broad-based background and appreciation of their ever-changing planet and its place in the universe. Use quantitative analysis and experimental tools to develop the student’s scientific and critical thinking skills.
- Be able to test the validity of scientific research as well as the soundness of scientific models and will be able to organize their thinking and resolve the issues of their scientific inquiries.

Assessment and SLO’s: Students will ...

- Demonstrate complex thinking by making hypotheses, drawing conclusions, and making predictions that are consistent with evidence, all the while, continually re-evaluating those hypotheses, conclusions, and predictions as new evidence is discovered or presented.
- Demonstrate effective communication skills by using multiple forms of communication to express understanding of course content and by involvement in class or group discussions and activities.
- Demonstrate that they are producers of quality by working toward standards expressed in various grading rubrics.
- Demonstrate proficiency in the use of laboratory equipment.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.
- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

Integrated Science 1AB satisfies part of the IUSD graduation requirement in the sciences and is a full-year college preparatory class that meets part of the University of California and California State University entrance requirements. IS1 is the first of a two-year course in integrated science. This course prepares students for the second year of our integrated program. It is designed to integrate Biology, Chemistry, Physics and Earth/Space Science in a thematic approach with an emphasis on evolution, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course.

Understanding and Knowledge: Students will understand and know:

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- Newton's laws predict the motion of most objects.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
- Waves have characteristic properties that do not depend on the type of wave.
- The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.
- Mutation and sexual reproduction lead to genetic variation in a population.
- A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Evolution is the result of genetic changes that occur in constantly changing environments.
- Plate tectonics operating over geologic time have changed the patterns of land, sea and mountains on Earth's surface.
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Climate is the long-term average of a region's weather and depends on many factors.
- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.
- The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Skills and Assessment Students will be able to:

- Develop their own questions and perform investigations. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- Identify and communicate sources of unavoidable experimental error.
- Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- Formulate explanations by using logic and evidence.
- Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- Distinguish between hypothesis and theory as scientific terms.
- Recognize the usefulness and limitations of models and theories as scientific representations of reality.

- Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem.)
- Recognize the issues of statistical variability and the need for controlled tests.
- Recognize the cumulative nature of scientific evidence.
- Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

Living Earth 1/2

Course Code #52000, 52001

Biology is a college prep course that satisfies the “d” requirement for admission to a UC/CSU school. This course is designed to give the student an understanding of organisms and is based on the objectives and standards outlined in the California Science Framework/NGSS. This course will provide an in-depth background in the scientific method, cellular biology, genetics, evolution, ecology, and human biology as well as develop lab skills.

Understanding and Knowledge:

- Acquire science literacy and process skills (observation, measurement, analysis, drawing conclusions, and communicating).
- Acquire analytical application skills through laboratory experiments, experimental design, debates, projects, and dissections.
- Understand the internal structure and function of the cell.
- Understand the inheritance of traits.
- Understand populations change over time.
- Understand the interactions between the biotic and abiotic factors of an ecosystem.
- Understand the organ systems.

Skills: Students will be able to ...

- Demonstrate the use of the scientific method.
- Identify the structures and functions of a cell.
- Recognize that cells are the basis of biological organization.
- Describe cellular activities such as metabolic processes and cell division.
- Identify the chemical nature of carbohydrates, fats, proteins, DNA and RNA molecules.
- Understand how heredity and environment determine individual makeup.
- Apply the principles of Mendel’s Law.
- Examine representative animals with their basic phyla.
- Recognize the importance of a taxonomic scheme for organization.
- identify bacterial shapes and distinguish them from viruses.
- recognize the significance and economic importance of plants for humans.
- identify structures and functions of flowers, stems, leaves and roots.
- Explain the fundamentals in the processes of photosynthesis and the carbon, nitrogen and water cycles.
- Examine the structure and function of various systems of organisms between lower and higher forms of animal and plant life.
- Demonstrate knowledge of organ systems

Assessment and SLO’s: Students will ...

- Demonstrate complex thinking by making hypotheses, drawing conclusions, and making predictions that are consistent with evidence, all the while, continually re-evaluating those hypotheses, conclusions, and predictions as new evidence is discovered or presented.
- Demonstrate effective communication skills by using multiple forms of communication to express understanding of course content and by involvement in class or group discussions and activities.
- Demonstrate that they are producers of quality by working toward standards expressed in various grading rubrics.
- Demonstrate proficiency in the use of laboratory equipment.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.

- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

CHEMISTRY LIVING EARTH 1/2

Course Code #52002, 52003

Chemistry AB is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science. Chemistry is the study of the structure and properties of matter. This course emphasizes critical thinking, problem solving, laboratory investigations and independent measurement techniques. The course will cover scientific notation, dimensional analysis, atomic structure and theory, the periodic table, the mole concept, electron configurations and periodicity, chemical bonding, the properties of gases, liquids and solids, phase changes, chemical kinetics, and equilibrium. Students are required to pass the first semester in order to enroll in the second semester.

Understanding and Knowledge:

- Measurements and Calculations including dimensional analysis, significant figures, accuracy and precision, percent error, and density.
- Classification of matter, changes in properties, energy and thermodynamics.
- Early and modern atomic structures, parts of the atom, nuclear chemistry including nuclear structure and stability, reactions, nuclear applications, types of decay, radiation, half-life.
- Quantum mechanics and electron configuration.
- Periodic table and periodicity.
- Chemical nomenclature of ionic compounds, molecules, acids, hydrates and simple organic molecules.
- Chemical bonding, characteristics of metals, nonmetals, electron transfer, ionic charges, polyatomic ions, nature of ionic bonds, nature of diatomic molecules, covalent bonds, Lewis electron dot formulas, coordinate covalent bonds, electronegativity and polarity, recognizing ionic versus molecular compounds.
- The mole concept, derivation of empirical and molecular formulas from experimental data, gram-mole-particle conversion, chemical reactions, balancing equations, predicting products, stoichiometry.
- Properties of liquids and solids, molecular structure and polarity, intermolecular forces, condensation of gases, classes of crystalline solids, heat changes and phase changes.
- Gases, kinetic theory, pressure, gas laws and gas stoichiometry.
- Solutions, solution formation, factors influencing solubility, concentrations, dilutions, electrolytes, particles in solution, ionic equations, using the solubility rules, colligative properties of solutions, osmotic pressure of solutions, solution stoichiometry.
- Chemical equilibrium, reversible reactions, rates of reactions, writing and interpreting equilibrium constants, Le Chatelier's principle, predicting occurrence of reactions.
- Acids and Bases, Arrhenious, Bronsted-Lowry definitions, strength of acids and bases, ionization of water, pH, measurements of pH, reactions of acids and bases, titration, buffers.
- Oxidation and Reduction, electron transfer reactions, half reactions, oxidation numbers, balancing redox reactions, use and applications of redox.
- Chemical reactions.
- Understand the concept of the mole and perform stoichiometric problems and computations.
- Understand states of matter and physical changes.
- Discuss scientific and technological advances and their relationship to the modern world. • Understand the role of chemistry in our daily lives.

Skills: Students will be able to ...

- Use the scientific process and Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct laboratory investigations, and incorporate research of current scientific literature and other sources of information into these projects.
- Use scientific equipment.

- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Analyze and understand scientific concepts.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work • Work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment and SLO's: Students will ...

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through laboratory investigations and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize and analyze data.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

COURSE DESCRIPTIONS

SPECIAL EDUCATION

DIRECTED STUDY (MULTIPLE DISCIPLINES)

This course is designed to help students with Individual Education programs to develop organization and time management techniques to complete class and homework assignments. During class, students receive one on one and small group academic interventions designed to help students meet the benchmarks and annual goals contained in their IEP.

Understanding and knowledge:

- Organization Techniques
- Time management strategies
- Behavior management
- Providing academic interventions designed to help students meet benchmarks and annual academic ad organization goals
- Development of post-secondary transition skill: Education, employment, and independent living skills

Skills : Students will be able to ...

- Record and organize all assignments in a planner
- Prioritize and manage assignments
- Utilize effective study strategies
- Utilize visual, auditory, and technological components to ensure comprehension and mastery of curricula and achievement of individual academic goals

Assessments and SLO's: Students will ...

- Effectively collaborate with others on group projects and assignments
- Maintain an organized system for recording, tracking, and completing assignments, come prepared with all class materials, manage their time effectively, and demonstrate respect for staff, peers and their physical environment.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

COURSE DESCRIPTIONS

World Languages

Spanish 1 AB

Course Code #2312, 2313

In this college-preparatory course, students will focus on the critical skill of present tense subject-verb conjugation. Students will also learn about such key concepts as noun/adjective agreement, pronouns, ser and estar, present-progressive tense, affirmative tú commands, and an introduction to preterite tense. They will incorporate these concepts into reading, writing, listening and speaking activities, according to thematic topics. In addition, students will gain an understanding of and appreciation for different cultures. This course is not required for graduation but is recommended for those planning to go directly to a 4 year college and satisfies the “e” requirement for admission to a UC/CSU school.

Understanding and Knowledge:

- The cultures that use Spanish and how language and cultures interact in societies.
- The connections between Spanish and the content from other disciplines.
- The nature, structure and culture of one’s own language by contrasting it to and making comparisons with Spanish
- The communities at home and around the world, preparing the students to become part of the global community
- The Spanish language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to ...

- Communicate in Spanish in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
- Access and interpret information in Spanish from a variety of sources, styles and cultural contexts appropriate to the level of the class.

Assessment and SLO’s: Students will be able to ...

- Communicate effectively in Spanish through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Spanish in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS

GRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA:

Spanish 2 AB

Course Code #2322, 2323

In this college-preparatory course, students will focus on the critical skill of preterite tense conjugation of regular and irregular verbs. They will also study the imperfect tense and be able to distinguish between the uses of these two past tenses. Students will also learn such key concepts as reflexive verbs, direct and indirect object pronouns, present perfect tense, future tense, and commands. They will incorporate these concepts into reading, writing, listening and speaking activities, according to thematic topics. In addition, students will gain an understanding of and appreciation for different cultures. Students will build upon acquired knowledge and skills from Spanish 1. This course is sequential and will have an emphasis on perfecting punctuation, mastery of basic grammar structures, and an increased communicative proficiency. This course is not required for graduation but is recommended for those planning to go directly to a 4 year college and satisfies the “e” requirement for admission to a UC/CSU school.

Skills: Students will be able to ...

- Communicate effectively (read, write, speak and listen in Spanish with grammar and vocabulary appropriate to

level).

- Gain knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information (reinforce and further their knowledge of other disciplines and recognize the distinctive viewpoints through the Spanish language).
- Develop insight into the nature of language and culture.
- Use the language both within and beyond the school setting.
- Show evidence of becoming a lifelong learner by using the language for personal enjoyment and enrichment

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Spanish through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Spanish in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

Latin 1 AB

Course Code #2212, 2213

In this college-preparatory course, students will begin learning the fundamental elements of the Latin language. Students will acquire new vocabulary words in Latin and learn about English words derived from Latin roots. Students will focus on the critical skill of present tense subject-verb conjugation. Students will also learn about such key concepts as noun/adjective agreement, relative, demonstrative and personal pronouns, noun and adjective declensions and their uses, perfect, imperfect and pluperfect verb tenses, imperatives, infinitives and the irregular verbs, sum, volo, nolo and possum. They will incorporate these concepts into their translations as well as in writing, listening and speaking activities. In addition, students will learn about ancient Romans and their culture. They will learn about Pompeii and the devastation of the eruption of Mt. Vesuvius in AD 79 as well as Roman occupied Britain and Egypt through translations and culture exercises. This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.

Understanding and Knowledge:

- Gain knowledge and understanding of the Roman culture.
- Connect with other disciplines by strengthening Latin-based academic language.
- Communicate effectively by reading and translating Latin with grammar and vocabulary appropriate to level.
- Develop insight into the nature of world languages and culture.
- Use, identify and/or appreciate Latin in the real world.
- Empathize with characters in the stories and with their ancient culture and customs
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

Skills: Students will be able to ...

- Communicate in Latin in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
- Access and interpret information in Latin from a variety of sources, styles and cultural contexts appropriate to the level of the class.

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Latin through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Latin in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

Latin 2 AB**Course Code #2222, 2223**

The Latin 2 course builds on the concepts introduced in Latin 1, expanding on students' abilities to read Latin. Students work from the same textbook series as in Latin 1 and develop their grammar and vocabulary by reading stories that include cultural content about Roman daily life. This study is based on the objectives outlined in the National Standards for Classical Language Learning (<http://aclclassics.org/pdf/standards.pdf>). In addition to learning Latin, the course also focuses on learning about Roman culture, mythology, selected historical persons, and English vocabulary through the study of Latin words and basic grammatical structures. Latin 2 supports common core state standards while promoting college and career readiness. This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.

Understanding and Knowledge:

- Communicate effectively by reading and translating latin with grammar and vocabulary appropriate to the level
- Gain knowledge and understanding of western culture
- Connect with other disciplines by strengthening Latin-based academic language
- Develop empathy and appreciation for world languages and culture
- Use Latin both in and outside of school
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

Skills: Students will be able to ...

- Communicate in Latin in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages appropriate to the level.
- Access and interpret information in Latin form a variety of sources, styles and cultural contexts appropriate to the level of the class.

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Latin through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context appropriate to the level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Latin in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

Honors Latin 3 AB**Course Code #2250, 2251**

The Honors Latin 3 course builds on the concepts introduced in Latin 2, expanding on students' abilities to read Latin. Students read selections from notable (and notorious) Roman writers of prose and poetry including Martial, Ovid, Catullus and Cicero. In addition, this course reads authentic, un-adapted selections Vergil's Aeneid for the Advanced Placement Exam. The course explores various techniques for understanding and interpreting Latin in the original. The course explores the influence of ancient Rome and its language upon American art, literature and language. Honors Latin 3 supports common core state standards while promoting college and career readiness. This course carries an honors point toward GPA. This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.

Understanding and Knowledge:

- Communicate effectively by reading and translating latin with grammar and vocabulary appropriate to the level
- Gain knowledge and understanding of western culture
- Connect with other disciplines by strengthening Latin-based academic language
- Develop empathy and appreciation for world languages and culture
- Use Latin both in and outside of school

- Enjoy becoming a life-long learner by using Latin for personal enrichment.

Skills: Students will be able to ...

- Communicate effectively, i.e., reading and translating Latin with grammar and vocabulary appropriate to level.
- Gain knowledge and understanding of the Roman culture.
- Connect with other disciplines by strengthening Latin-based academic language.
- Develop insight into the nature of world languages and culture.
- Use, identify and/or appreciate Latin in the real world.
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Latin through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context appropriate to the level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Latin in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

Korean 1 AB

Course Code #2410, 2412

This course is designed to assist students to develop low-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. This course will begin by introducing the writing and sound system of the Korean language. The remainder of the course will focus on grammatical patterns such as basic sentence structures, some grammatical points, and expressions.

Understanding and Knowledge:

- Use basic structure and simple conversational Korean
- Understand familiar words in limited social contexts
- Read short dialogues and passages in Korean
- Write short dialogues and paragraphs in Korean
- Gain basic knowledge of Korean culture

Skills: Students will be able to ...

- Speak, listen, read and write in Korean at a low-beginning level
- Understand Korean culture at a basic level
- Understand the writing and sound systems of the Korean language at a basic level

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

Korean 2 AB

Course Code #20000, 20001

This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. The students are expected to participate in class activities using the target language. Emphasis is placed on improving language skills through the introduction of various tenses and expressions, and on expanding oral and written communication skills.

Understanding and Knowledge:

- Use basic conversational Korean
- Understand some short learned utterances in familiar contexts although misunderstandings and pauses for assimilation are frequent
- Read short dialogues and passages in Korean
- Write short compositions in Korean
- Demonstrate greater knowledge of Korean culture

Skills: Students will be able to ...

- Speak, listen, read and write in Korean at the appropriate level
- Understand Korean culture at the appropriate level
- Understand the writing and sound systems of the Korean language at the appropriate level

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at the appropriate level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

Korean 3**Course Code #2419**

This course is designed to assist students to develop high-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Emphasis is placed on grammatical structures and reading short stories, cultural pieces, and literary excerpts. Conversational Korean is encouraged in class to improve fluency and comprehension.

Skills: Students will be able to ...

- Use intermediate structure and conversational Korean
- Understand some short learned utterances in familiar contexts although misunderstandings and pauses for assimilation are frequent
- Read intermediate stories and excerpts
- Write 2-4 paragraph compositions and detailed dialogues
- Demonstrate intermediate knowledge of Korean culture

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Korean through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at the appropriate level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Korean in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

French 1 AB**Course Code #2012, 2013**

This course is an introduction to the French language and its cultures. Students acquire a basic understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning at a basic level.

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure and culture of one’s own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to ...

- Communicate in French in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
- Access and interpret information in French form a variety of sources, styles and cultural contexts appropriate to the level of the class.

Assessment and SLO’s: Students will be able to ...

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHSGRADES: 9 10 11 12

Credits: 5.0

UC/CSU: NCAA: **French 2 AB****Course Code #2022, 2023**

This course is an enhancement of the basic study of the French language and its cultures. Students expand their understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes with increased complexity and proficiency. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning appropriate to their level.

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure and culture of one’s own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to ...

- Communicate in French in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in French form a variety of sources, styles and cultural contexts appropriate to the level of the class.

Assessment and SLO’s: Students will be able to ...

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of French-speaking cultures.

- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

French 3 AB

Course Code #2042, 2043

This intermediate level reinforces and strengthens the basic objectives of elementary French. Emphasis is placed on grammatical structures and reading short stories, cultural pieces, and literary excerpts. Conversational French is encouraged in class to improve fluency and comprehension.

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to ...

- Use intermediate structure and conversational French
- Read intermediate stories and excerpts
- Write 2-4 paragraph compositions and detailed dialogues in French
- Demonstrate intermediate knowledge of French culture
- Use the online site to practice skills at home

Assessment and SLO's: Students will be able to ...

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

Honors French 4 AB

Course Code #2062, 2063

In this class, students will study French films and literature while gaining valuable lessons in culture and grammar. Students will be expected to read novels, short stories, poems, and plays in French. Students will explore French culture by watching French movies and discussing the different themes and genres. It is expected that students will converse mainly in French while in class. Students will improve their fluency of the French language in reading, writing, speaking and listening. This class will help prepare students for the AP French Language class. Students must have passed French III with a 70% or above and have a teacher recommendation in order to take this class.

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to ...

- Use advanced structure and conversational French
- Read complete novels and plays
- Write well-developed compositions and skits
- Demonstrate advanced listening skills through films, television, and websites

Assessment and SLO's: Students will be able to ...

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

Chinese 1 AB

Course Code #2501, 2502

This course is designed to assist students to develop low-beginning level skills in the Chinese language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. This course will begin by introducing the writing and sound system of the Chinese language. A Romanized phonetic pronunciation system called “Pinyin” will be introduced. The remainder of the course will focus on grammatical patterns such as basic sentence structures, some grammatical points, and expressions.

Understanding and Knowledge:

- Master the Pinyin system
- Build primary vocabulary
- Comprehend basic conversational Chinese
- Construct both orally and in writing simple sentences about self, family, school and activities
- Identify different aspects of daily life and customs in Chinese culture.

Skills: Students will be able to ...

- Speak, listen, read and write in Chinese at a low-beginning level
- Understand Chinese culture at a basic level
- Understand the writing and sound systems of the Chinese language at a basic level

Assessment and SLO's: Students will be able to ...

- Communicate effectively in Chinese through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Chinese in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

Chinese 2 AB

Course Code #2505, 2506

Students in Chinese 2 continue the second year of study with about 350 more vocabulary items. Students build communicative skills as they discuss topics and learn sentence structures on elements close to their life such as weather, dining, birthday party, and travel. With more sentence structures introduced, students will construct compound and complex

sentences both orally and in writing. This course also helps the students to develop empathy and appreciation for cultures around us. Chinese 2 is a college prep course that satisfies the “e” requirement for admission to a UC/CSU school.

Skills: Students will be able to ...

- Continue building their Chinese word processing computer skills
- Integrate interpersonal, presentational, and interpretive language skills through interactive activities
- Develop the ability to comprehend and produce created language (sentences and strings of sentences)
- Deal with topics related to self and the immediate environment in some informal settings
- Increase proficiency through task-based, communicative language applications in all areas of language learning - listening, speaking, reading and writing

Assessment and SLO’s: Students will be able to ...

- Communicate effectively in Chinese through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Chinese in order to effectively draw conclusions and apply them.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SCHOOLS: CHS SJHS **GRADES:** 9 10 11 12 **Credits:** 5.0 **UC/CSU:** **NCAA:**

COURSE DESCRIPTIONS

ELECTIVES

HEALTH

Course Code #8005

Creekside High School and Irvine Unified offers a one-semester, mandatory Health Education class for high school students. This course is required for graduation and is a comprehensive hard-hitting class addressing many health issues students may face in their lifetime. This course combines scientifically accurate, age-appropriate health content with instruction and application.

Understanding and Knowledge:

- Study personal growth and development, making and achieving goals.
- Know facts about depression, stress, and suicide.
- Understand information on eating disorders, sexual assault, alcohol, tobacco and drug prevention.
- Learn about HIV/AIDS, STI's, and sex education.

Skills Students will be able to ...

- Define and learn how to manage stress.
- Understand the warning signs of depression and suicide.
- Develop an understanding and appreciation for one's body-image.
- Identify the warning signs of eating disorders.
- Identify the signs of drug, alcohol and tobacco addiction.
- Discuss the effects of substance abuse on the individual and society.
- Understand the qualities of healthy relationships and the signs of verbal, physical, and emotional abuse.
- Identify the symptoms, cause, and prevention of sexually transmitted infections.
- Identify available health resources and services in the school and community.
- Recognize one's own values as they relate to family and human sexuality, while showing respect for the values of others.
- Discuss the decision-making process as it relates to drug or alcohol use.
- Understand the principles of good nutrition and develop the habits of health-conscious consumer.
- Recognize the role of exercise in promoting cardiovascular fitness and weight control.

Assessment and SLO's: Students will ...

- Become effective communicators through group discussions, teamwork building and project presentations.
- Become strategic thinkers through evaluation, analyzing, and accessing health information.
- Become healthy self-directed individuals by applying the knowledge of health education.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

LEADERSHIP A & B

Course Code #8991, 8992

The purpose of the Leadership class is to establish an exciting school environment and create a close community here at Creekside High School. Furthermore, the Leadership class is pivotal in planning events, communicating information to the student body, and displaying good leadership qualities to those around them. Students in this class will also work together to plan and begin creating the CHS yearbook for the 2014-2015 school year.

Understanding and Knowledge:

- Students will help plan and organize activities and events at CHS
- Students will volunteer their time to staff planned events
- Students will display leadership skills whenever they are on campus
- Students will aid in taking photos and editing the yearbook

Skills: Students will be able to...

- Plan and organize events for the students of CHS
- Communicate clearly and accurately among peers regarding activities, sales, and events
- Discuss and vote on fundraising ideas and what do to with the money raised
- Present ideas to Staff Adviser for approval and implementation.
- Hold themselves to a higher

Assessment & SLO's: Students will...

- Demonstrate an increased proficiency event planning and organization

- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of projects.
- Effectively collaborate with others during classroom and school activities.
- Demonstrate the ability to communicate well amongst peers and staff.
- Engage in problem solving and critical thinking within and across subject areas.
- Apply prior knowledge to help understand the concepts presented in class.

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

WORK EXPERIENCE F & S

Course Code #9731, 9734

Work Experience is a program that develops skills, habits and attitudes conducive to job success, personal growth, and to help student prepare realistically and wisely for a career. Students enrolled in Work Experience who are under the age of 18 MUST APPLY FOR A WORK PERMIT. (Work permit applications are available in the College & Career Center. Students with a Work Permit will have the following employment restrictions: 1. The maximum allowable work hours are 28 hours per week and no more than 4 hours/day on school nights. 2. Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights. 3. Students may not work 7 consecutive days. 4. Students may not work more than 8 hours /day. Students in Work Experience must maintain their job and notify coordinator if there is a change in status. All required forms, time cards, and related instruction must be completed on time. Attendance at scheduled meetings is mandatory.

Assessment & SLO's: Students will...

- Set and strive for realistic goals
- Prioritize and use time effectively
- Learn from mistakes
- Strive for balance
- Engage in continual self-reflection and assessment

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

COMMUNITY WORK EXPERIENCE

Course Code #9733, 9735, 9750, 9751, 9752, 9753

Community Work Experience is an opportunity for students to earn credits for volunteer work in the community. Students must maintain a log of volunteer activities and they must be signed off by an adult at the organization to which he/she volunteers. Students earn 1 credit for every 20 hours of volunteer work. At Creekside High School, we offer an after school program called "Community Leadership Academy". This is held three days per week, Tuesday-Thursday, and is done in collaboration with the City of Irvine, Youth Action Team. Activities include a guest speaker series, working on the garden on campus, and volunteering at different agencies throughout the city.

Assessment & SLO's: Students will...

- Set and strive for realistic goals
- Prioritize and use time effectively
- Learn from mistakes
- Strive for balance
- Engage in continual self-reflection and assessment

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

STUDENT ASSISTANT

Course Code #9721, 9722, 9723, 9724, 9700, 9702

The role of a teaching assistant is to support functional academic special education classes. Teaching assistants may be required to work either individually or within small groups to help facilitate instruction, provide positive behavior modeling and support classroom teachers. Credit is based on participation.

Understanding and Knowledge:

- Students must be committed to providing support to the classroom teacher
- Students must be honorable in that they will be entrusted with valuable materials, equipment and information
- Students must be self-directed in that they will work without direct supervision of another adult.

Skills: Students will be able to...

- Complete tasks with minimal supervision
- Work independently to active a goal

Assessment & SLO's: Students will...

- Be positive role models
- Work collaboratively and communicate effectively

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

CULINARY ARTS A & B

Course Code #7073,7074

This course emphasizes preparation of nutritionally balanced meals and food combinations to promote good health and well-being. It includes basic principles of food preparation, consumer education, selection and care of food, cleanliness, and the safe use and care of equipment. Kitchen activities include: demonstrations, experiments, and cooking a variety of cultural foods and desserts.

Understanding and Knowledge:

- Food preparation
- Nutrition
- Safety and Sanitation

Skills: Students will be able to...

- Demonstrate safe and sanitary food preparation
- Prepare nutritionally balanced meals to promote a healthy diet
- Cook and prepare a wide variety of foods.

Assessment & SLO's: Students will...

- Effectively communicate and collaborate
- Demonstrate the ability to work with a team to produce a product
- Critically think to resolve issues during the cooking process

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:

ROP FUNDAMENTALS OF BAKING AND PASTRY

Course Code #9178

This hands-on two semester class is designed to encourage students to develop life and career skills through the study of food and its preparation. Students will explore the world of baking and pastry, learning about both savory and sweet applications of their skills. They will learn basic skills of the baking and pastry kitchen, including basic knife skills, knowledge of mise en place and other foundational skills such as kitchen measurements and conversions. They will also learn the terminology, techniques, and ingredients used in a professional 114 pastry kitchen. The course will concurrently develop students' practical application of technical skills and their culinary knowledge base to create a fun and challenging learning environment.

Understanding and Knowledge:

- Food preparation
- Food science
- Kitchen terminology and conventions

Skills: Students will be able to...

- Demonstrate basic kitchen safety and sanitation
- Demonstrate basic techniques used in the pastry kitchen
- Prepare a wide variety of foods

Assessment & SLO's: Students will...

- Students will create baked products that can be adapted to individual lifestyles
- Students will participate actively in organized groups
- Students will learn about career pathways involving culinary skills

SCHOOLS: CHS SJHS GRADES: 9 10 11 12 Credits: 5.0 UC/CSU: NCAA:
