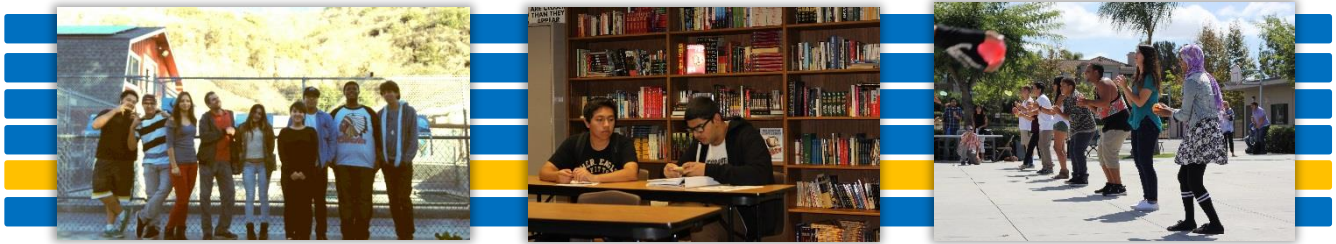


# Creekside Education Center



## Program of Studies 2017-2018



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 2017-2018**

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, Board President  
Ira Glasky, Board Clerk  
Lauren Brooks  
Betty Carroll  
Sharon Wallin

#### **District Leadership**

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

### **CEC LEADERSHIP TEAM**

Rebecca Roberts, Director  
Natalie Hamilton, Coordinator  
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, 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:

Rebecca Roberts, Program Compliance Coordinator  
Rebecca Roberts, Principal  
3387 Barranca Parkway  
Irvine, CA 92606  
Phone (949) 936-7405

Sunghie Okino, Coordinator, Section 504  
Robert Aristo, School Psychologist  
3387 Barranca Parkway  
Irvine, CA 92606  
Phone (949) 936-7253

Irvine Unified School District, Title IX Coordinator  
Keith Tuominen, Director of Secondary Education  
5050 Barranca Parkway  
Irvine, CA 92604  
Phone (949) 936-5047

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!

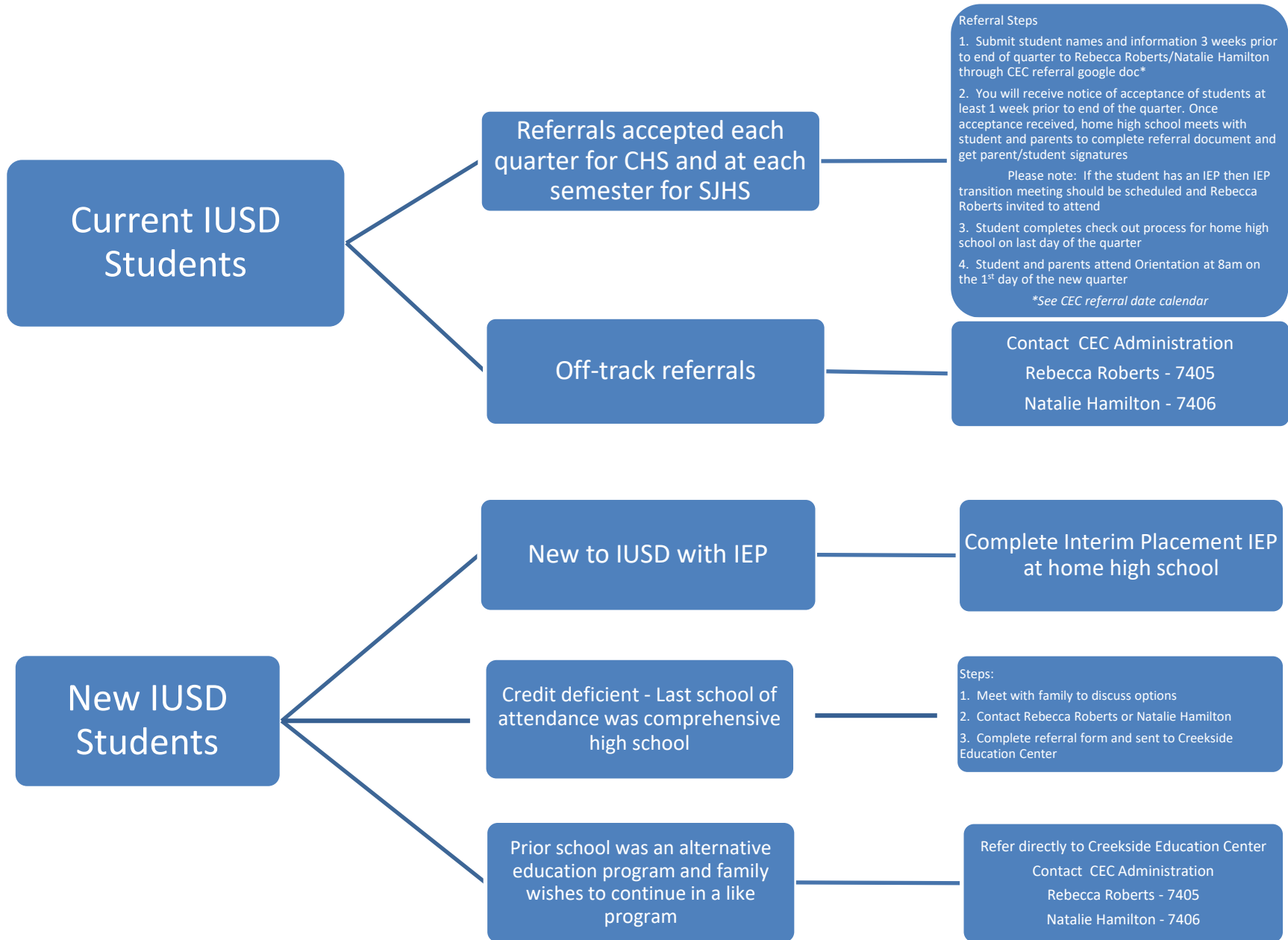
### ***Achievement***

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

## Referral Process to Creekside Education Center



## **Welcome to Creekside Education Center**

Creekside Education Center (CEC) houses 6 programs: Creekside High School, San Joaquin High School, San Joaquin Middle School 7/8, San Joaquin Elementary School (K-6), 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 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. The quality of education here is superior if a student commits and is ready to work hard. 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 K-8 blended learning program, founded in 1989, as well as the Irvine Adult School. The San Joaquin Elementary and Middle School provides guidance, support, and enrichment for home-schooling families through individualized support and weekly workshops. Irvine Adult School offers classes for adults and concurrent students 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, San Joaquin Middle School, San Joaquin Elementary School 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.

Creekside High School students should expect to write an essay as well as a reading comprehension inventory to help properly place them into classes where they will be the most successful.

### **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](http://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 (Salmon)** – Please indicate any specific health concerns
- ✓ **CEC Handbook, Policies and Procedures Acknowledgement (Green)** – 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!

# Administration

**Director/Principal, Alternative Education - Dr. Rebecca Roberts**

[rebeccaroberts@iusd.org](mailto:rebeccaroberts@iusd.org)

**Coordinator/Assistant Principal, Alternative Education - Natalie Hamilton**

[nataliehamilton@iusd.org](mailto:nataliehamilton@iusd.org)

**Coordinator, Online Learning – Racquel Nedden**

[racquelnedden@iusd.org](mailto:racquelnedden@iusd.org)

**Psychologist - Robert Aristo**

[robertaristo@iusd.org](mailto:robertaristo@iusd.org)

# Counseling Staff

**Lauren Bowie**

[laurenbowie@iusd.org](mailto:laurenbowie@iusd.org)

**Marilyn Hale**

[marilynhale@iusd.org](mailto:marilynhale@iusd.org)

**Demetrio Nava, Wellness Coordinator**

[demetrionava@iusd.org](mailto:demetrionava@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 High School has 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               | Sheri Kulungian            | Nurse                             | 7520 |
| Special Education           | Robert Aristo              | Psychologist                      | 7412 |
| Guidance & Personal Issues  | Lauren Bowie               | Counselor                         | 7413 |
| Guidance & Personal Issues  | Marilyn Hale               | Counselor                         | 7423 |
| Wellness and Mental Health  | Demetrio Nava              | Wellness Coordinator              |      |
| Project Success             | TBD                        | Project Success Counselor         | 7492 |
| Records & Transcripts       | Sue Campbell               | Records Clerk                     | 7407 |
| Campus Security             | Roberta Meola<br>Jim Fifer | Campus Control Assistants         | 7416 |
| Irvine Police Support       | Derrick Hawkins            | IPD School Resource Officer (SRO) | 7418 |

### Resources for Success

In order for your student and parents 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. Turn off television and have study hours each evening

### **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](http://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 | TBD   |       | 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        | Derrick Hawkins   |       | 7418         |
| Artiano                        | Vicki - Teacher   | Rm 4  | 7421         |
| Bowie                          | Lauren – Counselor                                      |       | 7413         |
| Broughton                      | Alnida - Teacher  | Rm 8  | 7448         |
| Campbell                       | Sue – Records   |       | 7407         |
| Chabot                         | Aaron – Teacher   | Rm 15 | 7462         |
| San Joaquin High School        | Room 3  |       | 7440         |
| Ruan                           | Eleen – Speech Pathologist                              |       | 7400         |
| Davenport                      | Terry – Administrative Asst. to Director                |       | 7402         |
| Fifer                          | James – Campus Control Assistant                        |       | 7416         |
| Garcia                         | Jose – Head Custodian                                   |       | 7434         |
| Gonzalez                       | Esmerita – Clerk  |       | 7456         |
| Nava                           | Demetrio – Wellness Coordinator                         |       | 7487         |
| Hale                           | Marilyn – Counselor                                     |       | 7423         |
| Health Office                  | Sheri Kulungian – Nurse<br>Kelly Flathom - Health Clerk |       | 7411<br>7411 |
| Hirano                         | Lori - Clerk (Attendance)                               |       | 7401/7436    |
| Kobrine                        | Kathy - Teacher   | Rm 6  | 7446         |
| McKee                          | Brooks – Ed Specialist – Home Teaching                  |       | 7437         |
| Lloyd                          | Dana – Clerk  |       | 7454         |
| Meola                          | Roberta – Campus Control Assistant                      |       | 7416         |
| Moore                          | Rick – Teacher  | Rm 16 | 7463         |
| Pace                           | Mat - Teacher   | Rm 12 | 7422         |
| Robin                          | Sam – Teacher   | Rm 9  | 7449         |
| Stock                          | Megan - Teacher   | Rm 14 | 7461         |
| Thede                          | Sara - Teacher  | Rm 10 | 7451         |

## SAN JOAQUIN MIDDLE SCHOOL 7/8

### Telephone Contact List

|                                 |                          |                       |
|---------------------------------|--------------------------|-----------------------|
| <b>Main Number 949-936-7440</b> |                          | <b>Fax Line: 7429</b> |
| Chartier                        | Leslie - Teacher         | 7478                  |
| Komara                          | Sandra - Teacher         | 7488                  |
| Monroe                          | Laurie – Clerk/Reception | 7476                  |

## SAN JOAQUIN HIGH SCHOOL

### Telephone Contact List

|                                 |                   |                       |
|---------------------------------|-------------------|-----------------------|
| <b>Main Number 949-936-7440</b> |                   | <b>Fax Line: 7429</b> |
| Miller                          | Kaylee – Teacher  | 7442                  |
| Fowler                          | Melinda - Teacher | 7441                  |
| Greenwood                       | Jason – Teacher   | 7428                  |
| Smith                           | Lynda – Secretary | 7453                  |
| Stock                           | Megan – Teacher   | 7461                  |

# CREEKSIDE

## BELL SCHEDULE



**1<sup>st</sup> BELL – 7:55**

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

| <b>MONDAY</b><br>DISMISSAL AT 12:02 PM<br>(Early Out/Collaboration) |                | <b>TUESDAY— FRIDAY</b><br>DISMISSAL AT 1:55 PM       |               |
|---|----------------|--|---------------|
| PERIODS 1 through 7   |                | PERIODS 1 through 7                                  |               |
| 1 <sup>st</sup> Bell  | 7:55           | 1 <sup>st</sup> 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   |
| <b>LATE START SCHEDULE</b><br>DISMISSAL AT 2:02 PM                  |                | <b>A/B ASSEMBLY SCHEDULE</b><br>DISMISSAL AT 1:55 PM |               |
| PERIODS 1 – 7   |                | PERIODS 1 – 7  |               |
| 1 <sup>st</sup> Bell  | 9:55           | 1 <sup>st</sup> 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/](http://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 Education Center. 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

#### **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** — 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 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) after school 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

## **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 independent study.

### **Attendance**

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

San Joaquin students may also earn additional credits for community and/or work experience, as well as ROP courses – please see the information concerning those specific courses in this handbook.

### **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 (5 classes)
- 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<br>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 trancies 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**

### **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.

## **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 student's 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:

- claiming credit for work not the product of one's own honest effort
- providing unwarranted access to materials or information so that credit may be dishonestly claimed by others
- knowledge and tolerance of any of the above

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 district academic honesty assignment completed
- 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, 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:
  - 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.
  - Student completes reflective essay from assigned prompts to Assistant Principal
  - When successfully completed, student receives a "O" on assignment.
  - If not successfully completed, student is dropped from the class with an "F".

Any subsequent offenses will result in the following:

- Student referred to Assistant Principal by teacher and teacher contacts parents
- Student dropped from class with "F".

#### **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 pagers, 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:

- 1<sup>st</sup>. Offense** – Teacher/staff member secures the device until the end of the period
- 2<sup>nd</sup> Offense** – Device will be secured in the office until the end of the school day. 2<sup>nd</sup> Violation to be entered into discipline record
- 3<sup>rd</sup> Offense** – Second offense discipline applies and device will only be released to parent or guardian.
- 4<sup>th</sup> 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, will 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.

- 1) Students are encouraged to wear clean, neat clothing that is in good repair and to be groomed appropriately for the school environment.
- 2) The district prohibits any attire that is disruptive to the educational process. Bare midriffs, cleavage, halter tops, and tube tops are prohibited. Any clothing, which allows underwear to be exposed, is also prohibited. The district prohibits clothing that shows or conveys messages of a sexual tone, including but not limited to, obscene symbols, signs or slogans. Sexually suggestive clothing is disruptive to the school environment.
- 3) Students are encouraged to dress in a safe manner. The district prohibits clothing, which is unsafe, dangerous or hazardous to health. This can include accessories that contain weapons, alcohol, tobacco, and any slogan that conveys glorification thereof.
- 4) Students are encouraged to be tolerant of others. Clothing or accessories which carry a message of intolerance or are demeaning to other students is disruptive to the school environment and will not be allowed.
- 5) Students are encouraged to understand the risks involved in wearing gang-related apparel. The district prohibits any gang-related styles. Upon determination of a significant gang presence that is disruptive to the school environment, school safety committees, with the assistance of local police, are empowered with the responsibility to determine and continuously update current list of gang-related styles for their schools. Due to changing trends in gang attire, clothing, jewelry, accessories, and grooming styles, restrictions may change as necessary. Notice of changes will be given to parents/guardians and students as soon as reasonably possible

Current examples of inappropriate school dress of continuing concern for faculty and staff upon which we will be acting:

- Oversized pants
- Bandanas
- Clothing exposing undergarments
- Clothing exposing midriff, upper torso, rib-cage, etc.
- Clothing revealing or provocative

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 is 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. Officer Hawkins will provide services as a counselor, 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)

### **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 truancies

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. Apartments 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 – 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. Students who have been bullied or cyberbullied shall promptly report such incidents to any staff member.

"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.

In all instances, bullying will be dealt with the full extent of administrative, civil, and penal code authority.

#### **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, 7:00am – 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”**

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

## 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 <sup>st</sup> Offense   | 2 <sup>nd</sup> Offense  | 3 <sup>rd</sup> Offense  | 4 <sup>th</sup> Offense  |
|--|---|--|--|--|
| <b>Battery/Assault</b>                             | 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  |  |  |  |
| <b>Fighting</b>                                    | Suspension (3-5 days) + Police Contact  | Suspension – 5 days + Police contact   | Expulsion/Placement recommendation + Police contact            |  |
| <b>Hazing / Harassment / Threatening a Student</b> | 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   |
| <b>Possession of Narcotics/Alcohol</b>             | Suspension (3-5 days) + Referral to Alt to Suspension + Police contact  | Suspension + Expulsion/ Placement recommendation   |  |  |
| <b>Possession of Tobacco/Vape Products</b>         | Confiscation + Parent Notification  | Confiscation + Referral to Alt to Suspension + Parent Notification                             | Suspension (1-3 days)  | Suspension (3-5 days)  |
| Profanity / <b>Obscenity Towards Staff</b>         | Class suspension(s) + Parent contact by teacher<br>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)  |
| <b>Smoking / Electronic Cigarette</b>              | Suspension (1 -3 day) + Referral to Alt to Suspension   | Suspension (1-3 days)  | Suspension (3-5 days)  | Suspension (5 days) +  |
| <b>Theft / Possession of Stolen Property</b>       | Suspension - 3 days + Restitution + Police Contact  | Suspension (5 days) + Police Contact + possible Expulsion/ Placement recommendation            | Suspension (5 days) + Police Contact + Expulsion/Alternative   |  |
| <b>Transfer / Sale of Narcotics</b>                | Recommendation for Expulsion  |  |  |  |
| <b>Under the Influence</b>                         | Suspended – (3 days) + Alt to Suspension referral   | Suspended (3-5 days) + Expulsion/Alternative placement recommendation                          |  |  |
| <b>Vandalism / Graffiti / Tagging</b>              | 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.

## **San Joaquin Blended Learning Program**

In 1981 the Irvine Unified School District created an Independent Study Program and was renamed San Joaquin High School in 1988. San Joaquin High School is an optional, alternative school where students are required to meet with a teacher for a minimum of one hour per course, per week, at the scheduled weekly meetings. 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 successful in independent study.

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.

Independent study is an optional educational alternative that students voluntarily select. All students who choose independent study must have the continuing option of returning to a district-assigned classroom. For students that choose to enroll or have not met the terms of their master agreement will be have the option of enrolling in Creekside High School during the semester and at the end of each semester, if the student has met the requirements of enrolling in their home high school, they may request a meeting with their counselor to thoroughly check the viability of return. Counselors will then present to CEC administration for approval to return.

Success in Independent Study requires motivation and a strong commitment on the part of the student and, especially for a young student, his/her parents or guardian. Independent Study utilizes an instructional strategy that addresses individual needs and styles of learning. A contractual agreement is made between the certificated teacher as the general instructional supervisor, the student, and his/her parent or guardian. The written agreement sets 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 Independent Study be at least equal in quality and quantity to that offered in a traditional classroom setting.

Independent Study is not an easier way to earn credits or a quick way to graduate. Independent Study is an alternative to classroom instruction, not an alternative curriculum. Independent Study 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 independent study assignments, misses three scheduled meetings, or falls behind 60 or more hours in independent study assignments, an evaluation of enrollment will be conducted to determine whether it is in the student’s best interest to continue in independent study. 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 independent study program were to continue. At the meeting it will be determined if:

1. The student may remain in independent study
2. The student will remain in Independent study with specific direction to remain in the program.
3. The student will be referred to a traditional program.

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

## **San Joaquin Student Expectations School Policies and Procedures**

Blended learning is an optional educational alternative that students and families voluntarily select and placement is mutually agreed upon by parents and San Joaquin administration.

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. Blended learning utilizes an instructional strategy that addresses individual needs and styles of learning. A contractual agreement is made between the certificated teacher as the general instructional supervisor, the student, and his/her parent or guardian. The written agreement sets 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 requires a high degree of personal and parental responsibility. Students accepted by San Joaquin must have sufficient home support and supervisions for an independent study environment. Students who do not meet the school expectations will be withdrawn and referred to traditional placement.

### **ATTENDANCE**

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 direction to remain in the program.
3. The student will be referred to a traditional program

### **EMERGENCY INFORMATION**

Current emergency information (including names, employment, addresses, and home/work/cell phone numbers, and email addresses) is imperative for our use in any urgent situation. If this information changes during the school year, please change your contact information directly in the Parent Portal at MyIUSD.org. In the event of an emergency (natural disaster, physical injury, or illness), the school can release your child only to those persons identified on the Emergency Information Card as parent, guardian, or "other persons to contact" as directed by the California Educational Code. You may want to think about who would be picking up your child in the event of a natural disaster (neighbor, etc.) and be sure to list them on your Emergency Information Card.

### **HEALTH SERVICES**

As important as school attendance and punctuality are for student achievement, students who are ill should remain at home. Students sent to the office with a temperature of 100 degrees or more will be sent home and should remain at home until a normal body temperature is maintained for 24 hours.

Office personnel provide minor first aid as needed and we will call 911 for paramedics to respond to any serious emergencies. Students are not to have any medication in their possession, including aspirin or

allergy medication. If it is necessary for students to take medication during school hours, the proper forms must be obtained from the front office and completed by parents and physician. All medications must be in the prescription bottle and will be administered by staff according to the physician's directions. Please contact the front office for more information if needed.

#### PHONE MESSAGES AND CELL PHONES

We ask that you take care of all arrangements for the day with your children before they leave for school. Our office staff will not take and deliver phone messages for students. Such messages disrupt the instructional programs and distract students and staff from their jobs. Only emergency messages from parents will be delivered to students in classrooms. Cell phones are permitted at school; however, school board policy requires that they be turned off during the regular school day. The use of cell phones is prohibited during the school day and they will be confiscated and returned only to a parent if used by students during the school day.

#### BICYCLES / SKATEBOARDS / SKATES

Students must park and lock bicycles in the designated bicycle parking area and assume the risk for theft or damage. Bicycle racks are out of bounds during lunch and the school day. California Vehicle Code requires all minors to wear a helmet and to obey all traffic regulations when riding any vehicle to and from school. Bicycle riding is prohibited on the campus, sidewalks, parking lot, and/or bus-loading zone. Additionally, scooters, roller blades, skates, skateboards, and heelys are not allowed on campus at any time. To set an example for our students, we ask all parents who ride to school on bicycles to comply with these safety policies as well.

#### COMPUTER AND INTERNET USE

To utilize the computers and local area network at San Joaquin, students and their parent are required to annually read and affirm agreement with our Technology Use Agreement. Please discuss school expectations with regard to technology, consequences for misuse of equipment, and the trust and responsibility associated with access to the Internet. Failure to adhere to this contract may result in disciplinary action and restricted use of technology while at school.

- Computers are to be used solely for academic use.
- Games and downloads are not allowed at school.
- All internet sites must be school appropriate

#### DRESS CODE

Students are expected to dress appropriately for a learning environment. There are a wide range of available clothing styles that reflect a positive attitude and appearance. Dress that is hazardous, slanderous, disruptive in any way to the learning environment, or makes reference to substances illegal for school age children is prohibited.

- Bandannas, excessively baggy or sagging clothes, exposed under-garments, or articles of clothing that emulate any "gang" type appearance are not permitted. ☒
- Apparel, jewelry, accessories, notebooks, or manners of grooming that disrupt school operations or are associated with a group that advocates or commits unlawful acts are prohibited.
- Halter tops, midribs, tank tops with shoulder straps less than 2 inches wide, exposed undergarments, or clothing that is revealing or provocative is not permitted.
- Shorts and skirts should be long enough to remain appropriate when engaging in physical activities. Stomachs and shoulders must be covered at all times.
- Students need to wear shoes that are comfortable with closed toed shoes for all PE activities.

If students are dressed inappropriately, the parent will be contacted by the teacher or front office to bring a change of clothing.

#### HARASSMENT POLICY

All students have the right to attend school without fear of harassment, intimidation or insult. Any behavior that contributes to a hostile environment, interferes with a student's scholastic performance, or prevents a student's full enjoyment of education opportunity will not be tolerated and should be reported immediately to school staff. (Refer to the Education Code Provisions—Parent Notification available in the school's front office.)

#### HONESTY POLICY

Honesty is a moral quality highly valued by the Irvine Unified School District. Though opportunities exist for students to be less than totally honest, dishonesty and cheating is to be abhorred in all its forms – plagiarism, record tampering, cheating on exams, copying homework. The school and the professional staff at all levels shall assume responsibility for developing a climate clearly espousing honesty. School practices shall be designed to reward honest behavior, discourage dishonest behavior, take reasonable preventative measures, and protect the rights of the majority of students who are consistently honest. Promoting honest behavior is a responsibility shared by the school and the home. The school will work with parents in the development of school practices and in the resolution of individual student situations.

#### PERSONAL PROPERTY

Personal items such as radios, electronic games, iPods, toys, playground equipment, and items that cause distraction are not permitted on campus at all. If a school activity requires that such an item needs to be brought to school, a teacher's prior approval is necessary. If a student brings any of these items to school without permission, the item will be confiscated and held in the office until the parent claims it.

**Under no circumstances are alcohol, drugs, drug paraphernalia, knives, guns, replica guns, or other weapons permitted on campus. Students in possession of the above items will be suspended and/or expelled from school.**

#### Suspension and Expulsion

The Irvine Unified School District enforces a Policy of ZERO TOLERANCE. The following violations will result in immediate suspension and a determination of further action that may result in expulsion proceedings:

- Fighting or threats of fighting/physical harm
- Harassment toward others
- Possession of any firearm (including replicas), knives, explosives or other dangerous objects
- Possession, use, sale, or supplying of controlled substance or under the influence of any controlled substance, alcoholic beverage, or intoxicant
- Possession, offer, arranged or negotiated sell of drug paraphernalia
- Committed or attempted to commit robbery or extortion
- Assault or battery upon any school employee
- Caused or attempted to cause damage to school or private property
- Stolen or attempt to steal school or private property
- Knowingly received stolen school or private property
- Possession or use of tobacco or tobacco products
- Commit an obscene act or engaged in habitual profanity or vulgarity



Any of the above cited acts occurring to or from school, at school, or at a school activity may lead to suspension and/or expulsion.

#### TELEPHONE AND CELL PHONES

School phones are used by teachers and staff members for school business. Students, in emergencies and only under staff supervision, may be allowed to use school phones after asking for permission from an adult. Students may use the office phone before school and after school.

Our office staff will not take and deliver phone messages for students. Such messages can disrupt the instructional programs. Only emergency messages from parents will be delivered to students in classrooms.

Cell phones are permitted at school. However, school board policy requires that they be turned off during the regular school day. The use of cell phones is prohibited during the school day and they will be confiscated and returned only to a parent if used by students during the school day.

***Creekside Education Center-CHS & SJHS***  
***Course of Study***

| ENGLISH   |                        |              |      |     |          |             |
|-----------|------------------------|--------------|------|-----|----------|-------------|
| Course ID | Course Name            | A-G approved | SJHS | CHS | NCAA     | Max Credits |
| 1065      | Creative Writing 1     |              |      | X   |          | 5           |
| 1080      | Intro to Shakespeare   |              |      | 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           |
| 1174      | British Literature A   | SJHS         | X    |     | SJHS     | 5           |
| 1175      | British Literature B   | SJHS         | X    |     | SJHS     | 5           |
| 1063      | Individual Reading     |              | X    | X   |          | 5           |
| 1056      | Reading Techniques     |              | X    | X   |          | 5           |
| 1150      | Contemporary Amer Novl | SJHS         | X    |     | SJHS     | 5           |
| 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    | X   |          | 5           |
| 3036      | Consumer Math B        |              | X    | 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           |
|           |                        |              |      |     |          |             |
|           |                        |              |      |     |          |             |

| 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        |              |      | X   |          | 5           |
| 7038                                  | Paint/Draw B        |              |      | 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           |
| 7132                                  | Adv Ceramics F      | CHS          |      | X   |          | 10          |
| 7133                                  | Adv Ceramics S      | CHS          |      | X   |          | 10          |
| 7007                                  | Intro to Art A      | CHS          | X    | X   |          | 5           |
| 7008                                  | Intro to Art B      | CHS          | X    | X   |          | 5           |
| 7313                                  | BegScrnPrnt A       | CHS          |      | X   |          | 5           |
| 7314                                  | BegScrnPrnt B       | CHS          |      | 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           |
| 7253                                  | Photojournalism A   |              | X    |     |          | 5           |
| 7254                                  | Photojournalism B   |              | X    |     |          | 5           |
| 9013                                  | ROP Music Tech      |              |      | x   |          | 10          |
| 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 |
| 9390              | Dir Eng 1A            |              |      | X   |      | 5           |
| 9391              | Dir Eng 1B            |              |      | X   |      | 5           |
| 9392              | Dir Eng 2A            |              |      | X   |      | 5           |
| 9393              | Dir Eng 2B            |              |      | X   |      | 5           |
| 9405              | Dir Eng 3A            |              |      | X   |      | 5           |
| 9406              | Dir Eng 3B            |              |      | X   |      | 5           |
| 9407              | Dir Eng 4A            |              |      | X   |      | 5           |
| 9408              | Dir Eng 4B            |              |      | X   |      | 5           |
| 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    | X   | CHS  | 5           |
| 5204              | Earth Science B       |              | X    | X   | CHS  | 5           |
| 5105              | Life Science          |              | X    | X   |      | 5           |
| 5303              | Biology A             | SJHS         | X    |     | SJHS | 5           |
| 5305              | Biology B             | SJHS         | X    |     | SJHS | 5           |
| 5424              | Chemistry A           | SJHS         | X    |     | SJHS | 5           |
| 5425              | Chemistry B           | SJHS         | X    |     | SJHS | 5           |
| 5560              | Ecology               |              |      | X   |      | 5           |
| 5198              | Environmental Science |              |      | X   |      | 5           |
| 5618              | Physical Science A    | SJHS "g"     | X    |     | SJHS | 5           |
| 5619              | Physical Science B    | SJHS "g"     | X    |     | SJHS | 5           |
| 5532              | Physics A             | SJHS         | X    |     | SJHS | 5           |
| 5533              | Physics B             | 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           |
| 2411              | Korean 1              | SJHS         | X    |     | SJHS | 10          |
| 2415              | Korean 2              | 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           |
| 2501              | Chinese 1A            | SJHS         | X    |     | SJHS | 5           |
| 2502              | Chinese 1B            | SJHS         | X    |     | SJHS | 5           |
| 2312              | Spanish 1A            | SJHS         | X    |     | SJHS | 5           |
| 2313              | Spanish 1B            | 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           |
| 8821              | Nutrition                  |              | 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          |
| 9811              | Advisement                 |              |      | X   |      | 40          |
| 9864              | Late Arrival               |              |      | X   |      | 0           |
| 9866              | Leaves Early               |              |      | X   |      | 0           |
| 6817              | Child Growth & Development |              | X    |     |      | 5           |
| 6021              | Current Issues             |              | X    |     |      | 5           |
| 6853              | Law & Society              |              | X    |     |      | 5           |
| 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 (9<sup>th</sup>-12<sup>th</sup>)

## COURSE DESCRIPTIONS

### ENGLISH

#### CREATIVE WRITING

Course Code #1065

This course is designed to stretch the student intellectually and philosophically through the writing and exploration of original works created by the students of the class. As a writing class, students will write on a regular basis (often daily) in a variety of settings, lengths, and scenarios to be determined by the teacher. Students will also explore different types of writing conventions as they begin to discover who they are through their writing. The focus of this class will be to always SHOW and not "tell" through our writing – that is, write works that paint vivid pictures in the readers mind. This course will review and refine communication skills, which are necessary for the proficient use of the English language.

#### Understanding and Knowledge:

- Learn and explore the vital elements of a common story structure
- Compose written works in various settings including on-demand and through a more processed setting.
- Understand elements of dialogue and learn how to utilize it to push the plot forward.
- Exercise writing skills among various types of writing (including, but not limited to, narrative, descriptive, screen-writing, poetry, etc.)

#### Skills: Students will be able to...

- Write a composition based upon a prompt presented in-class
- Collaborate together to create appropriate elements to a story
- Utilize various brainstorming and writing techniques
- Edit/proof-read stories and be able to determine which elements should remain and which should be taken out

#### Assessment & ESLRs: Students will...

- Demonstrate proficiency in various writing scenarios
- 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 in the writing process.
- Demonstrate the ability to use expressive language through writing.
- Engage in problem solving and critical thinking within and across subject areas.
- Apply prior knowledge to help understand the concepts presented in the writing prompts.

SCHOOLS: ☒ CHS ☐ SJHS

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ NCAA: ☐

#### INTRODUCTION TO SHAKESPEARE

Course Code # 1080

This course will review and explore the works of William Shakespeare. Students will read the plays orally and comprehend and analyze the stories. This course will also refine communication skills which are necessary for the proficient use of the English language. Along with composition, grammar, and spelling students will read drama, comedy, and sonnets.

#### Understanding and knowledge:

- Create a physical environment which will engage all students
- Engage students in purposeful learning activities
- Encourage constructive interactions among students
- Gain a meaningful prospective of Shakespeare's works

#### Skills Students will be able to ...

- Read, comprehend, and interpret the works of Shakespeare
- Learn the powerful elements of Shakespeare's writing i.e drama, tragedy, humor, comedy, and action/adventure
- Compare and contrast how these elements influence contemporary writing



- Learn concepts which will encourage students to apply them in real life contexts that make the subject matter meaningful and significant.

**Assessments and SLO's: Students will ...**

- Effectively collaborate with others on group projects and oral presentations
- Demonstrate the ability to use expressive language when portraying characters from the play.
- Engage in problem solving and critical thinking within and across subject areas.
- Apply prior knowledge to help understand the concepts of Shakespeare's works.

**SCHOOLS:** ☒ CHS ☐ SJHS

**GRADES:** 9 ☐ 10 ☒ 11 ☒ 12 ☒

**Credits:** 5.0

**UC/CSU:** ☐

**NCAA:** ☐

**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:** ☒

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 ☒ SJHSGRADES: 9 ☐ 10 ☒ 11 ☐ 12 ☐

Credits: 5.0

UC/CSU: ☒ NCAA: ☒

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.

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:** ☒

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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: ☐

#### BRITISH LITERATURE A & B

Course Code #1174, 1175

This course explores a variety of British authors and genres, including drama, short stories, novels, and poetry from the Anglo Saxon and Medieval Periods through The Restoration and 18<sup>th</sup> Century. This course continues to explore a variety of British authors and genres, including drama, short stories, novels, and poetry from the Romantic Period through to Modern Day.

#### 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 British 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.

**Assessment & SLO's: Students will...**

- 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:** ☒

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**INDIVIDUAL READING**

**Course Code #1063**

This 1 semester course offers students the opportunity to study a variety of genres. World and American works of literature, including but not limited to novels, short stories, poems, plays, essays, narratives, and biographies will be utilized. Additionally, students will have the opportunity to discuss social climate and politics as they relate to themes. Students will write critically and reflect on issues discussed in class. Students will write a minimum of 5 paragraph essays, MLA format. They will also write persuasive pieces and respond to questions. Oral communication and speeches are embedded within. All students are expected to participate in meaningful class discussions that focus on the main issues reviewed within the course.

**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

**Assessment & SLO's: Students will...**

- 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:** ☐**READING TECHNIQUES****Course Code #1056**

This course is designed to ensure proficiency in the language of school – the academic vocabulary, speaking, listening, reading, and writing skills critical to success in school and life. (Scholastic, English 3D, T6) Additionally, there is an emphasis on self-awareness, study skills, and goal-setting. This course will review and refine communication skills, which are necessary for the proficient use of the English language. Along with composition, grammar, vocabulary, and spelling, students will read drama, poetry, short stories, and novels.

**Understanding and Knowledge:**

- Students read non-fiction, informational pieces of text to increase their literacy in and comprehension of materials seen in professional and social situations alike.
- Students understand the structure of the paragraph and write multi-paragraph expository, persuasive, narrative and analytical essays, articles and letters.
- Students utilize standards of English grammar in writing and speaking.
- Students increase working vocabulary.
- Students will demonstrate poise when speaking in front of small groups and contributing to class discussions.

**Skills: Students will be able to...**

- Read and respond to close-reading questions based on the text (short stories, novels, and news-articles)
- Have discussions based on the selected reading material
- Craft basic written responses to prompts presented in-class
- Speak in clear English and listen to directions

**Assessment & SLO's: Students will...**

- Demonstrate an increased proficiency in the English Language
- 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 during classroom activities.
- Demonstrate the ability to communicate well using the English Language.
- 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:** ☐**CONTEMPORARY AMERICAN NOVELS****Course Code #1150**

In this 1 semester college prep course, students will study significant works of American literature. They will recognize how issues of the time and author's style affect both form and content of literature. Students will continue to refine their composition skills to include more extended writings and more mature handling of ideas. In addition, students will express their ideas through oral and multi-media presentations

**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 the theme of a text and analyze in detail its development over the course of the text
- Analyze how complex characters develop, interact with other characters, and advance the plot over the course of the text
- Analyze a particular point of view or cultural experience reflected in a work of literature

**Writing:**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write explanatory/informative texts to examine and convey complex ideas, concepts and information clearly and accurately through the e

- 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
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose

**Skills: Students will be able to...**

- Students will possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research, MLA formatting, presentations
- Develop the ability to think critically and solve problems by completing challenging projects and assignments individually and in groups.

**Assessment & SLO's: Students will...**

- 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: ☐

**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:** ☐

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### **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:** ☒

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**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: ☒

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# **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 ☒ SJHSGRADES: 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 ☒ SJHSGRADES: 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: ☒

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## 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

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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 ☒ SJHSGRADES: 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:** ☐

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**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:** ☐

**ADVANCED CERAMICS A & B****Course Code #7132, 7133**

Advanced Studio Ceramics is a rapid paced, dynamic course designed for the student interested in pursuing a college art degree, or an art related career. Individual projects are student driven concepts based around the following clay forms: jar with lid, cup and saucer, set of four, tea pot, vase with handle, free form sculpture, and multi technique-joined form. These forms are integral to the continued student technical and artistic development. Students are required to research each form, sketch, and thoroughly discuss the process with the instructor before any clay construction begins. By researching contemporary and historical artists students gain important insight into how the ceramic medium affects the art world. This research also plays a valid role in student motivation, and stylistic development. Students will also find motivation, and artistic influence, through exploration of required museum, gallery, and web site visitation. During the first semester, students will spend time in small group collaboration, give presentations and develop a body of work in which refinement of skill is learned of a continual basis. First semester emphasis is placed equally on the product and the process. Students will focus in depth on surface firing effects by exploring Saggar, Raku, Pit and Reduction firings. Students will be introduced to glaze chemistry, and create several signature glazes through exploration and test tile firings. Second Semester focus will draw from first semester research. Development of ideas will be carried out during this semester in the form of series oriented work. Students will choose a primary mode of creation either wheel thrown, or hand built projects. Students will create work that requires longer time frames. Some samples are place settings, realistic sculptures, and detailed surface carvings. The emphasis shifts to the quality of the finished product versus the quantity of initial skill development.

**Understanding and Knowledge:**

- Advanced ceramics techniques and terminology
- Contemporary and historical artists
- Saggar, Raku, Pit and Reduction firings
- Glaze chemistry

**Skills: Students will be able to ...**

- Apply learned techniques to dynamic functional and non-functional works of art
- Discuss the process that led to the creation of their work
- Evaluate and critique artwork based on four elements, form function, craftsmanship, and surface design
- Identify, explore, and appreciate the historical and cultural role of ceramic artwork

**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:** ☐

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**BEGINNING SCREEN PRINTING A & B****Course Code #7313, 7314**

Screen Printing class focused on screen print technique. Assignments are designed to challenge student skills and provide an intensive and productive opportunity for students to develop their work. Through lectures, demonstrations, and critiques, students will consider and discuss the evolution of printmaking as a fine art, as an instrument of mass media, and its context in the digital age.

**Understanding and Knowledge:**

- The history of the process of print making
- How to make multiple color prints using the 6 color press
- Produce T shirts custom designed for any group or business

**Skills: Students will be able to ...**

- Gain experience in printmaking techniques such as silk screen lino print, etching and wood cut processes
- Be able to print images onto paper, canvas, and clothing
- Create prints using 1 to 6 colors
- Create screens and process designs
- Create stencils and use bridges from any piece of work desired

**Assessment & SLO's: Students will ...**

- Strategically think about design layout
- Healthy self-directed learning
- Contribute to 21<sup>st</sup> century ideals
- Effectively communicate ideas

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

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**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 21<sup>st</sup> 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:** ☐

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**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: ☐

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**DRAWING A & B****Course Code #7029, 7030**

Drawing 1 is a studio course which presents a strong introduction to basic drawing concepts. It is designed for both experienced art students who want to develop portfolios for transfer and for non-art majors who have little or no previous experience in art and want to develop aesthetic understanding and drawing skills. Projects are based on subjects such as still life, landscape and inventive forms and may incorporate media such as charcoal, graphite, ink, and collage. Students explore form and structure from observation and imagination through the use of line, shape, value and texture.

**Understanding and Knowledge:**

- Principles of Art
- Elements of design

**Skills: Students will be able to...**

- Identify styles of art and techniques
- Create works of Art with multiple mediums

**Assessment & SLO's: Students will...**

- Strategic thinking
- Healthy self- directed individuals
- Effective communicators

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

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**MUSIC TECH A & B****Course Code #9013**

This is a practical course using computer software and electronic instruments to transform an idea into a sound. Students will explore music in the media arts including TV, film, advertisements, games. Students will use both their musical and technological creativity to create music compositions. Using sequencer and editing software, students will record audio or MIDI (Musical Instrument Digital Interface) musical compositions.

**Understanding and Knowledge:**

- Demonstrate an understanding of industry standards for producing music technology
- Demonstrate an understanding of the processes of synthesizing
- Understand copyright laws related to the music industry

**Skills: Students will be able to...**

- Use sequencing software to create a music composition for a variety of projects
- Record original work using electronic instruments
- Demonstrate that the parameters of music can be controlled using MIDI
- Create an electronic compositions specific for different media (i.e. Movie trailer, advertisement, school broadcast news, etc.)

**Assessment & SLO's: Students will...**

- Students will continue to develop as Effective Communicators by participating in various music productions by communicating their needs and expectations to their peers
- Students will utilize and develop their Strategic Thinking skills by planning, developing, interpreting, and compiling complex projects as assigned
- Students will build their Healthy Self-direction skills by taking each project and developing a complex plan and execute their plan from design to final project
- Students will exercise their Contributing 21<sup>st</sup> Century Citizen skills by helping other groups as their needs require.
- Students will not only be working in their own groups, but help other groups by participating as musicians, editor assisting, and contributing their assistance on a regular basis

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

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This is a one-semester course exploring digital photography. This course emphasizes the medium as a means of personal expression through a variety of lessons and photo projects/assignments. The students will learn to successfully use a digital camera in composing photos and to edit and print photos using digital technology software (Photoshop).

**Understanding and Knowledge:**

- Producing and printing photographic imagery in a digital format
- Identifying and composing proper layout and composition

**Skills: Students will be able to...**

- Technical use of a digital camera
- Compositional analysis and development
- Understanding of Adobe Photoshop
- Use of photography for aesthetic expression

**Assessment & SLO's: Students will...**

- Effectively communicate through and about photography verbally and in writing
- Critically and creatively think in photographic assignments

SCHOOLS: ☒ CHS ☒ SJHSGRADES: 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, 21<sup>st</sup> 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:** ☐

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# **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:** ☒

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This course DOES NOT meet the U.C. Laboratory Science requirement, but it does fulfill the Biological Science high school graduation requirement. It is similar in content to Biology, and covers ecology, cells, chemistry of life, genetics, evolution, physiology, and classification of animal phyla.

**Understanding and Knowledge:**

- Application of the scientific method
- Use of the microscope
- The structure and function of cells
- The phases of cellular division
- Basic molecular genetics
- The importance of both photosynthesis and cellular respiration
- Biotic and abiotic factors in an ecosystem
- The human body 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.
- 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 human body 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 ☒ SJHSGRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ NCAA: ☐

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.

## ECOLOGY

Course Code #5560

Ecology is the study of the interactions between organisms and their environment. This course provides a background in the fundamental principles of ecological science, including concepts of natural selection, population and community ecology, biodiversity, and sustainability. Students will acquire an “ecological literacy” about how the natural world works, and develop an understanding of how scientific methods are used to construct ecological knowledge. The course will also explore some of today’s major ecological challenges, and the important research that is being done to address these concerns.

### Understanding and Knowledge:

- Acquire an "ecological literacy" about how the natural world works.
- Develop an understanding of how scientific methods are used to construct ecological knowledge.
- Explore the multiple levels at which ecological interactions take place.
- Become familiar with some of the major ecological challenges facing the Earth today, and the important research being done to address these concerns.
- Develop a deeper understanding of how human development impacts ecological communities and systems.

### Skills: Students will be able to ...

- Explain the various levels at which ecology functions.
- Describe the services that ecosystems provide to human societies.
- Explain the role that evolutionary processes play in ecological systems.
- Describe and categorize interactions between organisms and their environment.
- Chronicle and explain the various threats to current-day ecosystems.
- Assess the need for changes in human behaviors that threaten ecosystem services.
- Incorporate ecological understanding into a creative work or critique a designed object that claims to incorporate ecological understanding.

### 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: ☐

## ENVIRONMENTAL SCIENCE

Course Code #5198

Life Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Earth Systems, The Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change, and Civic Responsibility.

### Understanding and Knowledge:

- Understand that science is the process of learning more about the world and constantly changes the way we understand the world.
- Recognize that energy conversions underlie all ecological processes.
- Recognize that energy cannot be created; it must come from somewhere.
- Demonstrate that energy flows through systems, and at each step more of it becomes unusable.
- Explain that the Earth itself is one interconnected system that changes over time and space.

- Discover that biogeochemical systems vary in ability to recover from disturbances.
- Explain that humans alter natural systems, and technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
- Develop an understanding of the role of cultural, social and economic factors that are vital to the development of solutions.
- Realize that human survival depends on developing practices that will achieve sustainable systems.

**Skills: Students will be able to ...**

- Use the scientific method to solve problems:
- 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.
- Demonstrate proficiency in the use of laboratory equipment.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Explain how energy conversions underlie all ecological processes.
- Describe how the Earth is one interconnected system.
- Identify and explain how humans alter natural systems.
- Understand that environmental problems have a cultural and social context.
- Investigate human survival based on the development of practices that will achieve sustainable 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: ☒

**PHYSICAL SCIENCE A & B**

**Course Code #5618, #5619**

Physical Science is a text based course with an emphasis on the nature of chemistry and physics. This study is based on the objectives outlined in the California Science Framework/NGSS. The course will focus on the following concepts; science skills, properties of matter, states of matter, atomic structure, the periodic table, chemical bonds, chemical reactions, solutions, acids and bases, carbon chemistry, nuclear chemistry, motion and forces, work, power, machines, energy, waves, sound, the electromagnetic spectrum, electricity, and magnetism.

**Understanding and Knowledge:**

- Understand science skills that develop through the use of science processes, knowledge, investigation, and data collection.
- Demonstrate lab safety awareness by use of proper techniques and equipment.
- Analyze the inter-relationship between science, technology, and society.
- Collect and analyze data during laboratory experiments.
- Identify and classify materials based on physical and chemical properties.
- Describe effects of temperature, volume, and particle number on behavior of matter.
- Use Kinetic Theory and Law of Conservation of Matter and Energy to describe the changes in states of matter and how energy is transferred.

- Use the Periodic Table of Elements to identify physical and chemical characteristics of elements.
- Describe the chemical and physical properties of pure substances and mixtures.
- Use chemical formulas to differentiate and interpret simple and covalent compounds.
- Identify parts of a chemical reaction and then classify the type of reaction.
- Distinguish between fusion and fission and how decay is a part of the reaction.
- Identify different types of energy and how they are transferred.
- Apply Newton's Laws of Motion using the principles of inertia, speed, velocity, momentum, and acceleration.
- Analyze and describe the relationship among work, power, and efficiency with the use of simple machines.
- Examine the electromagnetic spectrum and its application to modern technology.
- Define how energy is transferred in the form of waves.
- Evaluate renewable and nonrenewable resources and the effects they have on future generations' ability to generate energy

**Skills: Students will be able to ...**

- Develop critical thinking, problem solving, and analysis skills necessary for successful performance in future courses.
- Use atomic/molecular models to explain properties of matter and physical and chemical changes.
- Develop a broad-based background and appreciation of the world around us. 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: ☐

**Physics AB**

**Course Code #5532, 5533**

Physics is a survey course of the systematic principles that govern the physical world. Emphasis will be placed upon conceptual understanding of physical phenomenon. Physics is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science.

**Understanding and Knowledge:**

- Thermodynamics
- Electricity and Magnetism
- Electromagnetism
- Light and Optics
- Motion and Forces
- Vectors and Projectiles
- Momentum
- Energy
- Fluid Dynamics
- Waves and Sound

**Skills: Students will be able to...**

- Use the scientific process.
- 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 & SLO's: Students will...**

- 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.
- Study and evaluate various solutions to challenges facing communities, using concepts of chemistry and distinguish between opinions and appropriate scientific data.

SCHOOLS: ☐ CHS ☒ SJHSGRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ NCAA: ☐**CHEMISTRY A & B**

Course Code #5424, 5425

CHEMISTRY Prerequisite: Concurrent with Algebra 2.

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, Arrhenius, 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:** ☐

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# **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:** ☐

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# 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: ☐

### 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 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 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.

SCHOOLS: ☐ CHS ☒ SJHSGRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ NCAA: ☐**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.

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

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### Korean 1

Course Code #2411

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: ☐

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### Korean 2

Course Code #2415

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: ☐

**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 ☒ SJHS GRADES: 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 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 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:** ☐





# 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: ☐

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### NUTRITION

Course Code #8221

This elective course is specifically designed for students interested in knowing and understanding the importance of nutrition and a healthy diet. This class explores the value and need for proper food choices and lifestyle change nutrition.

#### Understanding and Knowledge:

- Know the history and fundamentals of nutrition.
- Understand the basic principles of nutrition as it applies to a healthy diet.
- Appreciate the value of proper food choices.
- Study the latest research on fad diets and fast foods.

#### Skills: Students will be able to ...

- Identify the importance of food labels, dieting needs and food allergies.
- Describe the causes and prevention of food borne illnesses.
- Identify the functions of the 6 basic nutrients in maintaining proper health.
- Analyze the relationship between nutrition, quality of life, and disease.
- Explain the relationship between nutrition and disease prevention.
- Identify healthful food selection from junk food and fast food choices.
- Demonstrate healthier ways to manage weights.
- Describe the causes and effects of eating disorders.
- View, analyze, and evaluate the latest DVD research and documentaries on nutrition including: Forks over Knives;

Fat, Sick and Nearly Dead; Food Matters; Hungry for Change; Food Inc.; Fed Up; Killer at Large; and Supersize Me.

**Assessment and SLO's: Students will ...**

- Become effective communicators through group discussions, teamwork building, and project presentations.
- Become strategic thinkers through evaluation and synthesizing the latest research on nutrition.
- Become healthy self-directed individuals by applying the knowledge of proper nutrition and diet.

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

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**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:** ☒

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**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:** ☐

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**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 achieve 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:** ☐