

Creekside Education Center



2026-2027 Program of Studies

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

Creekside Education Center

COURSE DESCRIPTION CATALOG AND EDUCATIONAL PLANNING GUIDE FOR GRADES 9-12

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

IRVINE UNIFIED SCHOOL DISTRICT

Board of Education

Lauren Brooks
Jeff Kim
Katie McEwen
Connie Stone
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District Leadership

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

Creekside High School LEADERSHIP

Rebecca Roberts, Ed.D.	Director, Alternative Education/Principal
David Kette	Coordinator, Alternative Ed/Assistant Principal
Kylene Carter	Coordinator, Online Learning
Robert Aristo	Psychologist
Kelsey Loup	Lead Counselor
Isaac Salazar	Counselor
Zakary Young	Wellness Counselor
Ana Resendiz	Administrative Assistant

Creekside Education Center

Guiding Principles

Vision Statement

Our vision is to empower students as lifelong learners, to acquire, demonstrate and value the knowledge and skills needed to participate in and contribute to the global world and embody the core values of commitment, honors and self direction.

Mission Statement

We 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**

- ✓ Comprehend, evaluate, and synthesize complex written material across a diverse range of disciplines
- ✓ Communicate effectively through written, digital and visual material appropriate to the purpose and audience
- ✓ Actively listen for meaning and message in a variety of formats, critically and constructively
- ✓ Convey complex ideas while demonstrating global and intercultural fluency skills

● **Critical Thinkers**

- ✓ Synthesize knowledge, facts and data to solve problems
- ✓ Demonstrate ethical thinking, decision making strategies
- ✓ Apply sound reasoning and analytical thinking across disciplines
- ✓ Demonstrate integrity while practicing solution focused positive interpersonal skills and conflict resolution

● **Self-Directed Individuals**

- ✓ Identify personal strengths and abilities to effectively utilize career and post secondary opportunities
- ✓ Apply a growth mindset to effectively adapt to an ever changing world
- ✓ Make positively informed choices that promote social engagement and self management

● **Contributing Community Members**

- ✓ Demonstrate respect and inclusivity across cultures
- ✓ Demonstrate responsible civic engagement
- ✓ Access and use information and skills to enhance lifelong learning
- ✓ embrace a growth mindset to positively impact the ever-changing world

Irvine Unified School District - Notice of Non-Discrimination

The Irvine Unified School District desires to provide a welcoming, safe, and supportive school environment to ensure equal access to and opportunities for all students in the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, immigration status, age, religion, actual or potential parental, family, or marital status, pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery, physical or mental disability, sex, sex stereotypes, sex characteristics, 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.

The Irvine Unified School District prohibits discrimination, intimidation, bullying, or harassment of any student by any employee, student, or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise affects the student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

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 District's designated compliance coordinators.

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

Coordinator, CCR Title V, Title IV
Executive Director,
Secondary Education
5050 Barranca Parkway,
Irvine, CA. 92604
(949) 936-5047
KeithTuominen@iusd.org

Coordinator, Section 504,
Title II, Title VI
Director, Student Services
5050 Barranca Parkway,
Irvine, CA. 92604
(949) 936-5171
TimothyTatum@iusd.org

Coordinator, CTE
Coordinator, College
& Career Readiness
5050 Barranca Parkway,
Irvine, CA 92618
(949) 936-5205
UlisesGarcia@iusd.org

Coordinator, Title VII, Age
Discrimination Act & Age
Discrimination in Employment Act
Director, Human Resources
5050 Barranca Parkway,
Irvine, CA 92604
(949) 936-5136
SusieKemp@iusd.org

Any person may also contact the following:

San Francisco Office for Civil Rights, U.S.
Department of Education, regarding the District's compliance
with Section 504, Title II, Title VI, Title IX, and the Age
Discrimination Act
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200 San Francisco, CA 94105
Telephone: 415-486-5555

California Human Rights Commission
25 Van Ness Avenue, Room 800
San Francisco California 94102-6033
(415) 252-2500

Equal Employment Opportunity Commission
Concerns relating to the Age Discrimination in
Employment Act, or Title VII
Roybal Federal Building
255 East Temple St., 4th Floor
Los Angeles, CA 90012
1-800-669-4000

U.S. Department of Justice
950 Pennsylvania Ave.
NW Washington DC 20530-0001
415-252-2500 / 202-353-1555

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!

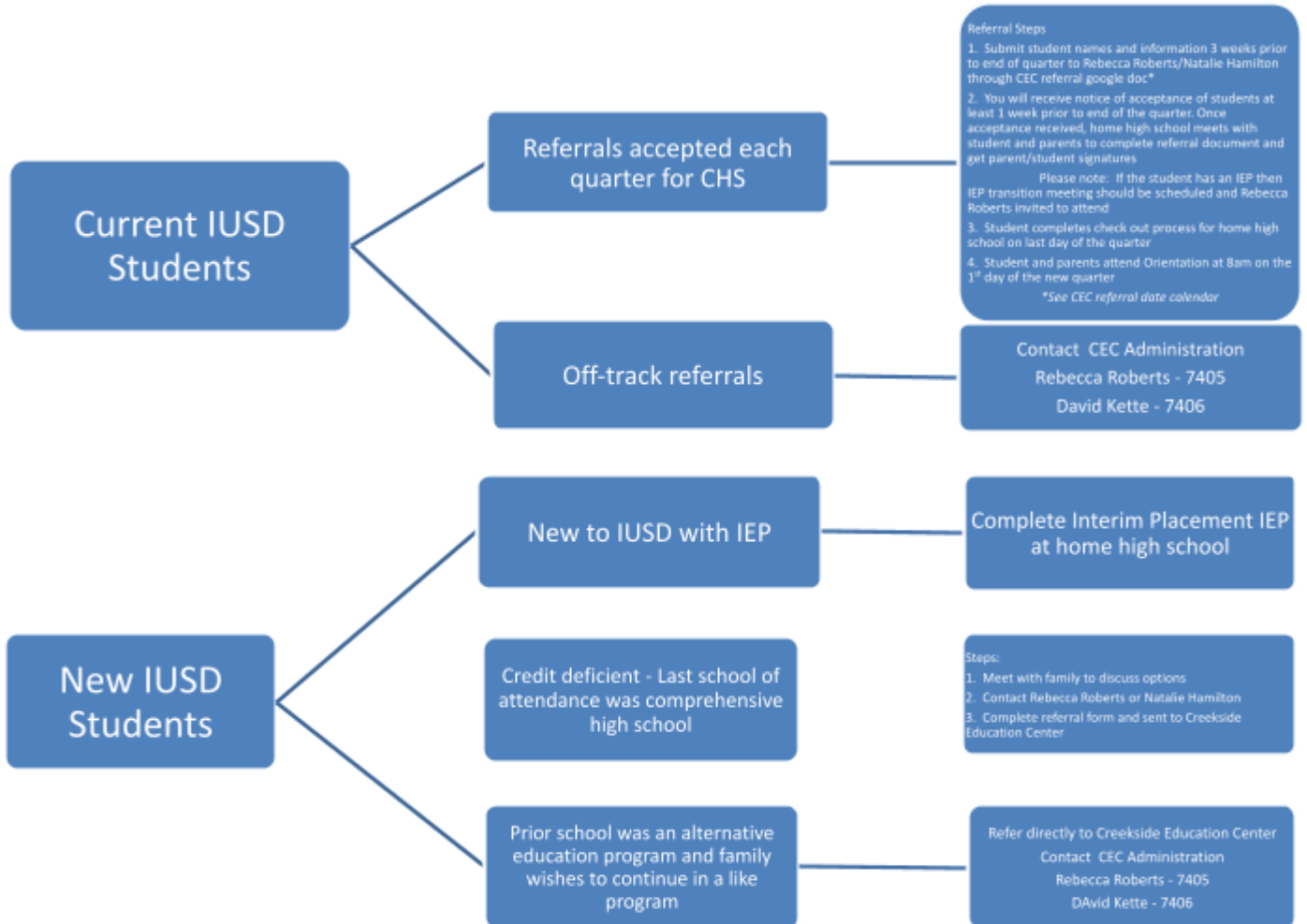
Achievement

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 you return to your former high school or graduate from here.

Creekside Education Center Programs

School	Creekside High School	Irvine Adult School	IUSD Home/Hospital
Type of Program	• Alternative Education School • Credit Recovery • Graduation Track • Small school/class setting • Traditional bell schedule	• Adult Learners • Non-Credit ESL, Citizenship, and culinary classes • Diploma courses leading to adult diploma	• Home Teaching • Students with temporary acute medical issues • Doctors note required • 60 days max
Grade levels	• 2nd semester 10 - 12	• 18 year old +	• K - 12
Type of Student	• Credit Deficient • Student in need of small school setting • Students in need of personalized attention	• Adults 18 years old or older	• Students with acute medical issues • Short term students unable to attend the comprehensive program
Course Offerings	• Graduation requirements • Limited A-G offerings • Limited NCAA offerings • See CEC program of study	• Adult Diploma courses • ESL courses • Community Education	• Students remain enrolled in school of attendance with course work, grades, and credits coming from their teachers
Special Education Services	• 2 Education Specialist • Directed Study, Co-Lab English, Math, Social Studies and Science.	• None	• IEP team determines services
Other	• Graduation Requirements –225 credits • Adult Diploma Option for students over 18 years old-205 credits • WASC & NCAA accredited	• Graduation Requirements – 195 credits • PE requirement waived	• CEC administrators should be contacted for pre-placement meeting to ensure parents and students understand the program

Referral Process to Creekside High School



Welcome to Creekside Education Center

Creekside Education Center (CEC) houses three programs: Creekside High School, 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. All of our programs draw students from throughout IUSD's traditional school campuses. We are a workable and proven choice to Irvine's larger, traditional high schools. Creekside HS is 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 Multimedia Lab, a Science Lab, an outdoor ceramics area attached to an

art room, a state-of the art Culinary Arts facility, a Fitness Center, a Construction Design Center, a Medical Pathway classroom and eight general education classrooms.

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.

For complete information regarding each program and the policy and procedures of the program, please refer to the parent/student handbooks which can be found here:

Creekside High School Parent/Student Handbook: [CHS Parent/Student Handbook](#)

Irvine Adult School Student Handbook: [Irvine Adult School Student Handbook](#)

Administration

Director/Principal, Alternative Education - Dr. Rebecca Roberts

rebeccaroberts@iusd.org

Coordinator/Assistant Principal, Alternative Education - David Kette

davidkette@iusd.org

Coordinator, Online Learning – Kylene Carter

kylenecarter@iusd.org

Psychologist - Robert Aristo

robertaristo@iusd.org

Counseling Staff

Mr. Isaac Salazar (Last names A-L)

isaacsalazar@iusd.org

Ms. Kelsey Loup (Last names M-Z)

kelseyloup@iusd.org

Mr. Zakary Young, Wellness Coordinator

zakaryyoung@iusd.org

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

COURSE DESCRIPTIONS

ENGLISH

ENGLISH 1A & 1B

Course Code #1073, 1075

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

Understanding and Knowledge:

Reading Literature:

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

Writing:

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

Skills: Students will be able to ...

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

Assessments and SLO's: Students will ...

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

SCHOOLS: ☒ CHS

GRADES: 9 ☒ 10 ☐ 11 ☐ 12 ☐

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

ENGLISH 2 A & B

Course Code #1103, 1104

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

Understanding and Knowledge:

Objectives

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

Writing:

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

Skills: Students will be able to ...

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

Assessments and SLO's: Students will ...

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

SCHOOLS: ☒ CHS

GRADES: 9 ☐ 10 ☒ 11 ☐ 12 ☐

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

ENGLISH 3 A & B

Course Code #1134, 1135

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

Understanding and Knowledge:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme
- Analyze how an author's choices concerning how to structure a text order, order events within it and manipulate time create such effects as mystery, tension or surprise
- Analyze a particular point of view or cultural experience reflected in a work of American literature
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Skills: Students will be able to...

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

Assessment & SLO's: Students will...

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

SCHOOLS: ☒ CHS

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☐

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

ENGLISH 4 A & B

Course Code #1163, 1164

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

Understanding and Knowledge:

Objectives

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

Writing:

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

Skills: Students will be able to ...

- use technical skills to read/write/present: instructions, tables, charts, reports (progress, research), proposals, letters (complaint, requests, application, response, and recommendation), manual, form, checklist, resume, brochure/pamphlet, bid, summary
- possess skills involving word processing, spreadsheet, database, desktop publishing, Internet method of research,

MLA formatting for essays

- develop the 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

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

SENIOR PORTFOLIO

Course Code #9740

This course provides students with a comprehensive foundation of social-emotional, academic, career, and life readiness skills designed to support success in high school and beyond. Students begin by developing self-awareness, communication, collaboration, and academic success habits while building empathy, cultural competence, and healthy interpersonal relationships. As the course progresses, students explore their personal identities, strengthen their mental health and resilience, and learn to navigate today's digital world responsibly through lessons on social media, digital citizenship, and ethical decision-making. The curriculum then shifts toward future readiness by preparing students with essential employability skills, workplace professionalism, higher education and career planning, financial literacy, and the practical life skills necessary for independent adulthood. Through project-based learning, reflection, and real-world application, students develop the confidence, responsibility, and critical thinking skills needed to become successful learners, engaged citizens, and productive members of their communities.

Understanding and Knowledge:

- Self-Management & Mental Resilience: An understanding of their own personal identities, emotional triggers, and mental health strategies, alongside the habits needed to build psychological resilience and academic success.
- Interpersonal & Digital Literacy: Knowledge of how to build healthy, empathetic relationships across diverse cultures, combined with a practical understanding of digital citizenship, ethical decision-making, and responsible social media navigation.
- Future Planning & Independent Living: The concrete, real-world knowledge required for adulthood, including essential financial literacy concepts, career and higher education pathways, workplace professionalism, and practical life skills.

Skills: Students will be able to...

- Practice effective communication and collaboration: Build healthy interpersonal relationships, display empathy, and apply cultural competence across diverse settings.
- Navigate the digital world responsibly: Exercise digital citizenship and make ethical, responsible decisions when using social media and digital platforms.
- Manage mental health and build resilience: Recognize and explore their personal identities while applying strategies to strengthen mental well-being and adapt to challenges.
- Demonstrate workplace professionalism and employability skills: Transition smoothly into higher education or a career path by applying essential professional habits and career planning strategies.
- Apply financial literacy and practical life skills: Manage personal finances and execute the day-to-day practical tasks necessary for independent adulthood.

Assessment & SLO's: Students will...

- Project-Based Learning Assignments: Students will be assessed through hands-on, real-world projects that require them to actively apply future-readiness skills, such as designing a personal financial budget or mapping out a comprehensive higher education and career plan.
- Structured Reflections and Self-Assessments: Learning outcomes tied to self-awareness, identity, and mental resilience will be evaluated through regular written or oral reflections, allowing students to track their emotional growth and personal development over time.
- Real-World Application and Scenario Testing: Instructors will measure students' critical thinking and ethical decision-making through case studies and simulations focused on workplace professionalism, digital citizenship, and navigating complex social media scenarios.
- Apply practical communication skills: Write effectively for diverse, real-world audiences by crafting professional workplace correspondence (such as resumes and emails) and engaging in purposeful, responsible digital communication.

SCHOOLS: ☒ CHS

GRADES: 9 ☐ 10 ☐ 11 ☐ 12 ☒

Credits: 3

UC/CSU: ☐ **NCAA:** ☐

COURSE DESCRIPTIONS

MATHEMATICS

MATH 1 A & B

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

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

MATH 2A & B 3050

Course Code #3049,

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**GRADES:** 9 ☐ 10 ☒ 11 ☒ 12 ☒**Credits:** 5.0**UC/CSU:** ☒ **NCAA:** ☒**College Prep Math A & B****Course Code #3533, 3534**

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

Assessment & SLO's: Students will...

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

SCHOOLS: ☒CHS**GRADES:** 9 ☐ 10 ☐ 11 ☒ 12 ☒**Credits:** 5.0**UC/CSU:** ☐ **NCAA:** ☐**Business Finance****Course Code #3059,3060**

Business Finance is a two-semester course of which students learn to use mathematics effectively as a tool in their personal and business lives. Once completed, students will be able to apply mathematical concepts in various personal and business situations. This course may be used to meet the mathematics requirements for graduation. Students review and apply mathematical operations with whole numbers, decimals, fractions, ratios, and percent. They will understand terminology relating to personal and business mathematics applications and apply basic math skills to the solution of both personal and business applications. They will use common mathematical formulas to solve a variety of personal and business mathematics as well as apply knowledge of computer and calculator use.

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**GRADES:** 9 ☐ 10 ☐ 11 ☒ 12 ☒**Credits:** 5.0**UC/CSU:** ☐ **NCAA:** ☐**COURSE DESCRIPTIONS****SOCIAL SCIENCE****WORLD HISTORY A & B****Course Code #6242, 6244**

This College Prep World History course is designed to reinforce and broaden the student's depth of knowledge of World

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

Understanding and Knowledge:

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

Skills: Students will be able to ...

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

Assessment and SLO's: Students will ...

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

SCHOOLS: ☒ CHS

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

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☐

Credits: 5.0

UC/CSU: ☒ NCAA: ☒

ECONOMICS

Course Code #6611

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

Understanding and Knowledge:

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

Skills: Students will be able to ...

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

Assessment and SLO's: Students will ...

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

SCHOOLS: ☒ CHS

GRADES: 9 ☐ 10 ☐ 11 ☐ 12 ☒

Credits: 5.0

UC/CSU: ☒ NCAA: ☒

AMERICAN GOVERNMENT

Course Code #6501

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 the United States Government.
- Complete quarterly in-class assessments and complete one argumentative essay per year.

SCHOOLS: ☒ CHS

GRADES: 9 ☐ 10 ☐ 11 ☐ 12 ☒

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

COURSE DESCRIPTIONS

VISUAL and PERFORMING ARTS

ROP COMPUTER GRAPHICS A & B

Course Code #91100, 91110

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 a 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: ☒ CHSGRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ NCAA: ☐**PAINT/DRAW A & B****Course Code #7037, 7038**

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

Understanding and Knowledge:

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

Skills: Students will be able to ...

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

Assessment & SLO's: Students will...

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

SCHOOLS: ☒ CHSGRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ NCAA: ☐

Even though the student might have previously completed this course and received credit in a previous semester, the student is possibly requesting this course again because it has been designed to be taken more than once despite identical expectations.

COURSE DESCRIPTIONS

PHYSICAL EDUCATION

PHYSICAL EDUCATION Course 1 and 2**Course Code #4000, 4015, 4016, 4017, 4018**

This course satisfies Physical Education credit towards graduation. As part of that requirement, all students will receive instruction and assessment on the California Physical Education Standards, including the 8 required high school content areas:

1. The effect of physical activity upon dynamic health
2. Mechanics of body movement
3. Aquatics

4. Individual/dual sports
5. Gymnastics/tumbling
6. Team sports
7. Rhythms/dance
8. Combatives

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

CA Physical Fitness Test

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

Understanding and Knowledge:

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

Skills: Students will be able to ...

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

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

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

SCHOOLS: ☒ CHS

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ **NCAA:** ☐

COURSE DESCRIPTIONS

SCIENCE

LIVING EARTH

Course Code #5135, 5136

The Living Earth is a biology-based college prep course that satisfies the “d” lab science requirement for admission to a UC/CSU school. This course is designed to help learners understand the connections between Earth’s changing environment and the organisms that live on it. The course is based on the performance expectations set forth by the NGSS for Life Science as well as a portion of the Earth and Space Science performance expectations. Focus will be on developing a deeper understanding of the nature of science and strengthening science and engineering skills through real-world experiences.

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.

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0 each semester

UC/CSU: ☒ **NCAA:** ☒

CHEMISTRY

Course Code #50001, 50002

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.

Honors Considerations: Students should consider the placement recommendations from previous grade level teacher

Understanding and Knowledge:

- Measurements and Calculations including dimensional analysis, significant figures, accuracy and precision, percent error, and density.
- Classification of matter, changes in properties, energy and thermodynamics.
- Early and modern atomic structures, parts of the atom, nuclear chemistry including nuclear structure and stability, reactions, nuclear applications, types of decay, radiation, half-life.
- Quantum mechanics and electron configuration.
- Periodic table and periodicity.
- Chemical nomenclature of ionic compounds, molecules, acids, hydrates and simple organic molecules.
- Chemical bonding, characteristics of metals, nonmetals, electron transfer, ionic charges, polyatomic ions, nature of ionic bonds, nature of diatomic molecules, covalent bonds, Lewis electron dot formulas, coordinate covalent bonds, electronegativity and polarity, recognizing ionic versus molecular compounds.

- The mole concept, derivation of empirical and molecular formulas from experimental data, gram-mole-particle conversion, chemical reactions, balancing equations, predicting products, stoichiometry.
- Properties of liquids and solids, molecular structure and polarity, intermolecular forces, condensation of gases, classes of crystalline solids, heat changes and phase changes.
- Gases, kinetic theory, pressure, gas laws and gas stoichiometry.
- Solutions, solution formation, factors influencing solubility, concentrations, dilutions, electrolytes, particles in solution, ionic equations, using the solubility rules, colligative properties of solutions, osmotic pressure of solutions, solution stoichiometry.
- Chemical equilibrium, reversible reactions, rates of reactions, writing and interpreting equilibrium constants, Le Chatelier's principle, predicting occurrence of reactions.
- Acids and Bases, Arrhenious, Bronsted-Lowry definitions, strength of acids and bases, ionization of water, pH, measurements of pH, reactions of acids and bases, titration, buffers.
- Oxidation and Reduction, electron transfer reactions, half reactions, oxidation numbers, balancing redox reactions, use and applications of redox.
- Chemical reactions.
- Understand the concept of the mole and perform stoichiometric problems and computations.
- Understand states of matter and physical changes.
- Discuss scientific and technological advances and their relationship to the modern world.

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.
- 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.

PHYSICS OF THE UNIVERSE

In this course, students will study major topics in physics outlined by the California Science Framework/ NGSS which includes: motion, forces, conservation of energy, conservation of momentum, electrostatics, circuits, electromagnetism and waves. This course satisfies the "d" requirement for laboratory science for admission to UC schools. This course has a strong emphasis on having students demonstrate mathematical and conceptual understanding through problem solving, laboratory investigations and projects.

Honors Considerations: Students should consider the placement recommendations from the previous grade level teacher.

Understanding and Knowledge:

- Thermodynamics • Electricity
- Magnetism • Electromagnetism
- Light and Optics • Motion and Forces

- Vectors and Projectiles • Momentum
- Energy • Fluid Dynamics
- Thermodynamics • Waves and Sound
- Light and Optics • Electricity and Magnetism

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 & SLOs 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.

GRADES: 9 ☐ 10 ☐ 11 ☒ 12 ☒ **Credits:** 5.0 each semester

UC/CSU: ☒ **NCAA:** ☒

COURSE DESCRIPTIONS

SPECIAL EDUCATION

DIRECTED STUDY

Directed Studies is a special education class, consisting of specialized academic instruction, offered to support general education curriculum. In this class, students review daily assignments, organize and prioritize assignments, clarify directions, study for tests, retake or finish tests, learn study skills and receive assistance with long term projects. This class is designed to support IEP goals in the areas of organization, study skills, homework completion, classwork completion or overall executive functioning deficits. Enrollment in this class is based on a student's IEP team decision that this class is appropriate.

Understanding and knowledge:

- Organization Techniques
- Time management strategies
- Behavior management
- Providing academic interventions designed to help students meet benchmarks and annual academic and 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: ☒ CHSGRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ NCAA: ☐

Even though the student might have previously completed this course and received credit in a previous semester, the student is possibly requesting this course again because it has been designed to be taken more than once despite identical expectations.

COURSE DESCRIPTIONS**ELECTIVES****HEALTH****Course Code #8005**

Creekside High School and Irvine Unified offer 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 consumers.
- 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: ☒ CHSGRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ NCAA: ☐**SCHOOL SUCCESS****Course Code 9712**

We believe students receive greater individual attention and security within smaller learning communities; our School Success program ensures that each Creekside student remains focused on Career and/or college decision making, academic skill building, and social emotional awareness. Students may earn 3 credits per quarter in School Success.

Even though the student might have previously completed this course and received credit in a previous semester, the student is possibly requesting this course again because it has been designed to be taken more than once despite identical expectations.

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 to do 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

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☒ **NCAA:** ☒

WORK EXPERIENCE F & S

Course Code #9731, 9734

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

GRADES: 9 ☐ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ **NCAA:** ☐

COMMUNITY WORK EXPERIENCE

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

Community Work Experience is an opportunity for students to earn credits for volunteer work in the community. Students must maintain a log of volunteer activities and they must be signed off by an adult at the organization to which he/she volunteers. Students earn 1 credit for every 20 hours of volunteer work. At Creekside High School, we offer an after school

program called "Community Leadership Academy". This is held three days per week, Tuesday-Thursday, and is done in collaboration with the City of Irvine, Youth Action Team. Activities include a guest speaker series, working on the garden on campus, and volunteering at different agencies throughout the city.

Assessment & SLO's: Students will...

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

SCHOOLS: ☒ CHS

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

Even though the student might have previously completed this course and received credit in a previous semester, the student is possibly requesting this course again because it has been designed to be taken more than once despite identical expectations.

SCHOOLS: ☒ CHS

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

GRADES: 9 ☒ 10 ☒ 11 ☒ 12 ☒

Credits: 5.0

UC/CSU: ☐ **NCAA:** ☐

ROP BITA 1 AB**Course Code #91019, 91020****COURSE DESCRIPTION:**

The Residential and Commercial Construction course is designed to teach basic skills for the construction trades through a course rich in connections to construction projects. The course covers basic construction math; measurement and scale, blueprint reading, safety, procedural use of hand and power tools. Students acquire these skills through the use of technology and real world problem solving. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and other employment skills needed for the 21st Century. This course is offered through Coastline ROP and the class is held on the Creekside High School campus in the afternoon/evening.

SCHOOLS: ☒ CHS**GRADES:** 9 ☒ 10 ☒ 11 ☒ 12 ☒**Credits:** 5.0**UC/CSU:** ☒ **NCAA:** ☐**EXP CAREER IND AB****Course Code #97015****COURSE DESCRIPTION:**

The Exploring Career Industries course is a specialized program that provides Creekside High School students with meaningful instruction and experience in career exploration and 21st-century employability skills. By studying various Career and Technical Education (CTE) industry sectors and participating in work-based learning opportunities, students will develop a deeper understanding of careers within a given industry. This course empowers students with career awareness and the skills necessary to make better career choices. The course will have two components:

Classroom-based Instruction: Career Interests Exploration, Employability Skills Development, College and Career Readiness, Connecting Academic Skills with Future Careers, School-to-Career Transition plans, aligned to CTE Industry sectors

General Work-Based Learning Experiences: Guest Speakers, Industry Visits, Supervised General Job Shadow Rotations

Assessment & SLO's: Students will...

- Students will learn and apply effective and relevant employability skills that are transferable to post-secondary options
- Students will gain self-awareness of their strengths, career pathway interests, and industry-related knowledge and skills
- Students will research, understand labor market and career-related information, and apply it to their own career and post-secondary planning
- Students will synthesize in-class content with work-based learning to design career plan
- Students will apply academic skills (such as reading, writing, and computation) and workplace skills during work-based learning experiences

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