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David Decipulo, Pool/ Custodian
Angelica Echauregui, Counselor
Gina Felkins, Physical Education
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Robert Hampton, Career Center Technician
Krystal Henriquez-Pulido, Associated Student Body Director

Dean Hudson, Math
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Mark Perantoni, Social Studies
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Chris Reeks, Custodian
Lorraine Robles, Special Education
Rachel Rodriguez, World Languages
Terese Romagnano, Visual & Performing Arts
Humberto Salcido, Math
Crystal Sheehan, Science
Billy Truax, Math
Paul Vasquez, Security Officer
## Category B: Standards-based Student Learning: Curriculum

### B1. CURRICULUM CRITERION

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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| **Current Educational Research and Thinking** | • Robert Marzano's *Classroom Instruction That Works*  
• Kagan Strategies for Cooperative Learning  
• Bloom’s Taxonomy of Learning Domains  
• Jane Schaffer Writing Skills ®  
• Six Traits of Writing training materials  
• TAPPLE strategies  
• Bloom’s Taxonomy of Learning Domains  
• Piaget’s Theory of Cognitive Development  
• Zone of Proximal Development  
• Howard Gardner’s Theory of Multiple Intelligences  
• Inclusion for Special Education |

Current educational research is used to develop a viable, meaningful instructional program. Courses are standards based and aligned with California state frameworks. In addition, individual teachers continue to maintain current knowledge of their subject area and how it applies to their student population to maintain relevant curriculum. In most subjects, PLCs meet regularly to collaborate and discuss best teaching strategies to assist all students in accessing the curriculum.

In 2008, copies of Robert J. Marzano’s *Classroom Instruction That Works* were given to every Eisenhower teacher. Since 2008, many teachers have adopted the vocabulary strategies outlined by Marzano. Instruction of new vocabulary terms includes a brief explanation of the new term, a non-linguistic representation of the new term, student-generated descriptions of the new term, and student creations of non-linguistic representations of the new term or phrase. Marzano’s instructions on Historical Investigation are also used throughout the Social Studies Department.

Kagan strategies (i.e. Think Pair Share, Timed Writing Prompts, Checking for Understanding, etc.) are being used at all grade levels, across all disciplines at Eisenhower High School. Several Math teachers have been to Kagan Strategies training and returned to share these strategies with the entire department. These include Think-Pair-Share and...
various grouping methods.

Several years ago all Eisenhower High School teachers received TAPPLE instruction to ensure that checking for understanding is at the forefront of our lessons. When Explicit Direct Instruction is considered the best instructional strategy, Eisenhower teachers have been trained to Teach First, Ask a Question, Pause and Pair-Share, Pick a Non-Volunteer, Listen to the Response, and provide Effective Feedback.

Some English and Social Studies department teachers incorporate either Jane Shaffer’s Model for Writing or The Six Traits of Writing as part of their lesson plans for remediation purposes. With the impending Common Core State Standards dictating curriculum in English Language Arts, teachers now use a modified version of Bloom’s Taxonomy and Depth of Knowledge (DOK) techniques. At the 9th and 10th grade level, English Language Arts teachers use approved materials provided by the State of California in order to provide practice for the California High School Exit Exam. Students apply the skills they acquire from the English curriculum to real-world activities which, in turn, interpolate with their educational interests. These skills include, but are not limited to: vocabulary building, writing techniques, listening and speaking skills, and their intrinsic desire to graduate.

Kate Kinsella’s academic word lists become “stopper words” that are front loaded as lessons are introduced in Social Studies classes. Asking students to describe a historical event, identifying what is known about the event, offering hypothetical scenarios, and then seeking out and analyzing evidence to determine if the proposed hypothetical scenario is plausible is a regular part of Social Studies curriculum.

Examples of research used in Science classes include research on Bloom’s Taxonomy of Learning Domains, magazines, Jean Piaget’s Theory of Cognitive Development, Zone of Proximal Development, scaffolding, and English Learners Support via development of vocabulary and front loading. Science teachers use this research in the planning of lessons, labs, and student activities.

World Languages teachers use Howard Gardner’s Theory of Multiple Intelligences,

Students

- 21st Century Learning Objectives
- James Asher’s Total Physical Response
- AVID Path training
inclusion for special education students, 21st Century Learning Objectives, and James Asher’s Total Physical Response (TPR) method for teaching a language.

Special education teachers create standards based grade level scaffolded goals for students who require and individualized education plan. Special education students are held to the same rigor as those in general education and provided support for equal access.

Many teachers have also participated in AVID Path training to increase the use of research-based instructional strategies. Graphic organizers and Cornell note-taking are some of the research-based strategies used by teachers to increase student achievement.

Integration Among Disciplines

Integration among disciplines is very much a work in progress at Eisenhower High School. The social studies and English departments are in the preliminary stages of cross-curricular collaboration and would like to see an increase in time for this collaboration process to take place. With the upcoming transition to Common Core State Standards (CCSS), it is the belief of these teachers that more collaboration, especially among these two disciplines, is necessary for students to succeed. This opinion stems from the fact that CCSS requires seventy percent of students’ reading material to be non-fiction in the upper-grades. Therefore, these teachers believe they can be valuable assets for one another to draw upon. Hence, with the advent of the Common Core, our American literature and US history PLCs have begun meeting to create a plan for integrating curricula. Some English teachers collaborate with social science teachers informally to implement a uniform system of writing. This has been done through informal teacher training on the Jane Schaffer writing method. The English department also supports student learning in the social sciences by analyzing historical documents, speeches, and key pieces of historical literature are in greater depth within English classes, and rhetorical devices are thoroughly analyzed. In addition, the many departments collaborate with the AVID program to support students in the areas of writing and note-taking strategies.

- Common Core State Standards for English Language Arts
- 11th Grade PLC meeting minutes
- Jane Schaffer Writing Skills ®
- AVID strategies
- World Languages textbook adoption
In most departments across campus, teachers find integration among disciplines to be very limited. In some cases there are examples of cross-discipline instruction contained within a single department. The World Language Department has the fortunate opportunity to have integration among disciplines with the new textbook series. Within the scope and sequence of units and lessons, World Languages textbooks cover many other disciplines that focus on the language and/or culture of the country being studied. Disciplines covered include math, art, history, science, music, geography, economics, health, and comparisons of the English language to the language being studied. Students can apply world language skills to perform research and learn about cultural awareness and assimilation.

Accessibility of All Students to Curriculum

Eisenhower High School understands rigor to be the degree of difficulty or challenge presented to students in a course, on a test, or during an assignment. All parties believe that the materials that they use to teach are challenging. Instructors look for revised and updated materials in order to keep their students current and engaged.

Faculty and staff employ various methods to help the students apply the skills they have learned during their high school years to real-world careers and advanced post-secondary learning activities. Eisenhower’s A-G classes are designed to prepare students for post-secondary education, while ROP and CTE classes provide students with skills they will be able to use in the work place. Eisenhower’s transition to the Common Core State Standards is an example of an awareness of the need to keep curriculum relevant to the needs of our student population.

Coherence is apparent in the logical sequence of Eisenhower’s curriculum and in the path that students take from their freshman year through graduation. It is also evident in district-created pacing guides that are designed to move Eisenhower students from skill to skill during their high school years. Coherence is also found in the articulation between classes. Many classes are scaffolded, where course outcomes are based on knowledge and skills learned from a previous level that lay a foundation for future success.

- Common Core State Standards for English Language Arts
- Common Core State Standards for Mathematics
- University of California A-G Subject Requirements
- Rialto Unified School District Pacing Guides
- Student work samples
- DigiCoach ® records
- Schoolwide Learner Outcomes
- Professional Learning Communities
- Students passing AP test
- Standards based IEP goals
- Leadership walkthroughs
Through their DigiCoach® observations, Eisenhower administrators report a high level of student engagement in learning and classes that clearly implement a standards-based curriculum. However, the regular inclusion of our Schoolwide Learner Outcomes is scant. The Curriculum Focus Group examined several examples of student work and found that most of the samples demonstrated the implementation of a standards-based curriculum. Student work labels reflect the standard being addressed on the assignment as well as the Schoolwide Learner Outcomes (SLO). Nearly all of the student work samples demonstrate the skills embedded in the standard identified on the student work sample collection label.

**English Language Arts**

Over the past six years, Eisenhower’s English-Language Arts Department has made every attempt to continually work toward academic rigor and to align said rigor with the California English-Language Arts Content Standards for California Public Schools. As the Common Core State Standards for English Language Arts raise the bar for individual accountability in the areas of research and expository writing, teachers have introduced curricular units to push students toward these new expectations. All 9th, 10th, & 11th grade English Language Arts teachers are currently working to align their curriculum with the Common Core State Standards. The English 12 Expository Reading and Writing program is already aligned with Common Core State Standards.

English Language Arts courses at Eisenhower High School are written to meet the reading, writing, listening, and speaking requirements of the University of California’s A-G course descriptions. However, what is actually being taught in our English classes is academically below A-G requirement, as a large majority of our students do not have grade level English language skills. Many students do not read or write at grade level, but at this time, remedial English courses for the students who are not ready for the rigors of college preparatory classes are not funded. It is the belief of English department that this has led to a lowering of standards and expectations in some of the existing A-G approved English classes at Eisenhower High School.

Upon examination of student work samples, it was found that students were assessed in a
variety of ways in their English classes. The collected student work samples were indicative of the rigor employed by teachers to check and ensure understanding of coherent standards-based curriculum. Work samples from all levels, i.e. special education, RSP, EL, honors, Advanced Placement, were included.

The school effectively relies almost wholly on teachers and PLCs to review the English language arts curriculum and evaluation processes. However, English department teachers have gone to district meetings to rewrite pacing guides and revise benchmarks only to receive the same documents previously distributed. The 9th grade English Language Arts PLC rewrote the English course structure including new courses to meet the needs of our large remedial population. But the Rialto Unified School District’s English Language Arts Curriculum Council rejected the courses for English credit only approving the classes for elective credit. However, when the College Board required a text adoption, the AP English Language and Composition class was able to adopt a new textbook.

Key stakeholders in Eisenhower’s English department need to be more involved in the District’s selection and evaluation of the materials taught to ensure that the curriculum matches the school’s Mission and Schoolwide Learner Outcomes. As a sign that the District is currently more interested in welcoming the involvement of more stakeholders, the district sponsored a Gallery Walk at Rialto Middle School for the review of its Common Core State Standards Plan adoptions and solicited the input of teachers, administrators, and the community.

Math

The following math courses are currently offered at Eisenhower High School: Algebra Essentials, Algebra I, Geometry, Bridges to Algebra II, Algebra II, Diploma Math, Introduction to College Math, Precalculus, Advanced Placement Statistics, and Advanced Placement Calculus A/B. Honors courses offered to students include: Honors Geometry, Honors Algebra II and Honors Precalculus. All of Eisenhower’s math courses are aligned with Mathematics Content Standards for California Public Schools-based except Diploma Math, which is taken by students concurrently with another standards-based math class.

Student work samples
Home Group meeting minutes from September 16, 2013
English Department PLC meeting minutes
11th Grade PLC meeting minutes

Mathematics Content Standards for California Public Schools
Common Core State Standards for Mathematics
Rialto Unified School District CCSS Plan
Rialto Unified School District
The majority of Eisenhower’s math courses meet the University of California’s A-G requirements, with the exception of Algebra Essentials, Bridges to Algebra II and Diploma Math.

In an effort to ensure that all students leave Eisenhower High School with a diploma, the Math Department has instituted several courses geared specifically to students who struggle with accumulating 30 credits of mathematics. In 2012-2013, Eisenhower began offering Algebra Essentials, which is limited to ninth grade students who are at risk of not being successful in Algebra I. During the first quarter, these students receive intensive instruction in basic skills. The following three quarters address Algebra I power standards. The following year these same students take the regular Algebra I course. For Juniors and Seniors who have shown poor progress in either Algebra I or Geometry, Eisenhower offers Bridges to Algebra II, which is a course designed for those not quite ready for the rigors of Algebra II. Eisenhower also offers Diploma Math for those who have not yet passed the CAHSEE. For Seniors who have successfully passed Algebra II and feel they are college-bound but are unwilling to attempt Precalculus, Eisenhower offers Introduction to College Math, a course designed to help students succeed on California State University’s Elementary Level Math exam. Additionally, for every student who fails either semester of Algebra I or Geometry, the Math Department offers “restart” classes. Students can take these “restart” courses out of sequence, so if they have failed only one semester of a course they are concurrently enrolled in that failed semester in addition to the next course in the sequence. This offers students the opportunity to catch up without wasting an entire school year doing so. The upcoming Common Core implementation in our district will change course titles and content but will not affect a student’s ability to restart if needed. Math PLCs and Department meetings focus on ensuring that we are meeting student needs. There is a part-time Math Coach who facilitates Math PLC meetings and assists teachers (both new and veteran) as needed.

To give each student the best chance of success, Math teachers spend considerable time individually placing our incoming ninth graders in the correct level of math, using a combination of factors including standardized test scores, grades and district assessment scores.
results. These placements are reviewed quarterly and adjustments are made, if needed. Professional Learning Communities for each of our math courses focus on examining data from common assessments, which are now being revised to include more spiraling and Common-Core type questions.

The use of common district Chapter Tests and Benchmark Exams in the Math Department ensure that the appropriate California Content Standards for each course are addressed. Time for standardized test preparation has been set aside in our district Pacing Guides. In the last few years, the Math Department has been making slow but steady progress with respect to the percentage of students scoring Proficient and Advanced on the California Standardized Tests. However, Math department teachers recognize that they still have far to go. Realizing that we must help students make connections between real-world problems and what they are learning in the classroom, the Math Department as a whole went on a three-day retreat in 2012 in part to address this issue. Our PLCs meet bi-weekly to perfect instructional strategies and to determine how best to spiral instruction.

The school district does solicit some teacher input with regard to major Math curriculum decisions. Immediately, the decision of whether to adopt a Traditional or Integrated Pathway for Common Core implementation will be made soon, with each secondary school’s Math Department receiving one vote. Math teachers are able to participate in textbook piloting and selection and have had buy-in in the district grading policy. Teacher input regarding Common Core staff development is currently underway.

Individually, Math teachers bring in problems from various sources that relate to real life. Administration this year is emphasizing this phase of education, which is essential. Over the past few years, programs such as I Can Learn Lab, Accelerated Math, Kahn Academy (via the internet) and various videos have attempted to help bridge the gap. ABLE speakers have been brought in and classes have had the opportunity to hear from engineers, firefighters, surveyors, electricians, and plumbers. Algebra II and Chemistry share concepts such as scientific notation and logarithms, and our AP classes and STEM program have many links to real-world events.
Student work samples collected by Math teachers displayed standards-based assignments, but were found to have a large range in difficulty level. Rigor (not just computation) is expected from students at all levels. Evidence that students are engaged and putting forth effort is present at all levels. The department found assignments displaying practical, real-world examples and requiring great attention to detail.

Science

The following Science courses are currently offered at Eisenhower High School: Earth Science, Biology, Chemistry, Physics, Advanced Placement Biology, and Advanced Placement Chemistry. Next Generation Science Standards for California Public Schools, adopted by the State of California, guide the curriculum of Science Department teachers. The curriculum of the Science Department adheres to Pacing Guides established by the Rialto Unified School District.

Eisenhower Science teachers plan lessons together during Professional Learning Community meetings. The lessons developed incorporate the rigors of the Next Generation Science Standards. Special Education students receive extra support via an aide in the classroom to help with reading when needed. Teachers use “chunking” strategies as well, to insure attainment of the standards by students.

Science teachers review data from Science Benchmarks, California Standards Tests, and student grades to evaluate the effectiveness of the curriculum and adjust teacher lessons accordingly. Eisenhower Science Department teachers have participated in the district’s development of Benchmarks and adoption of Science textbooks. Science Department teachers are able to make recommendations for purchasing of support curriculum materials. Science Department teachers have developed and suggested new courses for meeting the students’ need for additional science elective credits.

Science lessons have been developed within PLCs to use cross-curricular techniques. A variety of cross-curricular lessons include reading, writing, interpreting graphs, use of Algebra, and the reading of current events as they relate to the real world application of

- Next Generation Science Standards for California Public Schools
- Rialto Unified School District Pacing Guides for Science
- Science department Course Descriptions
- Science Department PLC meeting minutes
- Science Benchmark results
- California Standards Test results
- Project WET lesson plans
- Catalyst for Science lesson plans
- Student work samples
- Home Group meeting minutes from September 16, 2013

Student work samples collected were found by Science teachers to reflect state and national (Common Core State Standards and Next Generation Science Standards) standards. The samples reflected not only the use of research and analytical skills, but that students employ those skills to evaluate the world around them. Students used star charts to explore the night sky in their area, used textbooks and technology to learn about cells and organ systems, used lab equipment to measure, view cells, launch projectiles, and graph information, wrote (paragraphs, essays, and short answer) to address higher-level questions, and created visual and three dimensional models.

Social Studies

At Eisenhower High School, all students must complete and pass a 10th grade World History, an 11th grade 20th Century United States History, a 12th grade American Government, and a 12th grade Economics course in order to graduate. The History-Social Science Content Standards for California Public Schools determine the curriculum for our World History, United States History, Government, and Economics courses. In the case of Physical Geography offered to ninth grade students, the National Geography Standards & Skills drive the curriculum. As we await the possible adoption of the National Curriculum Standards for Social Studies, Eisenhower’s Social Studies teachers have already begun to implement the CCSS English Language Arts Standards>>History/Social Studies in their classes. All Social Studies courses taught at Eisenhower High School meet the University of California A-G requirements.

In both World History and United States History, curriculum is approached in a chronological fashion. The textbooks adopted by the Rialto Unified School District present history in a chronological manner and are aligned to the chronological approach of the History-Social Science Content Standards for California Public Schools. The 12th grade courses of Government and Economics are also in alignment with the History-Social Science Content Standards for California Public Schools. Our district pacing guides ensure
that each standard is adequately addressed throughout the school year. Through collaborative projects, technology assignments, research papers, and other daily assessments, Social Studies students demonstrate competency of the California Historical and Social Sciences Analysis Skills.

Student work samples collected by Social Studies teachers indicated that rigor is most often evident in the student writing samples. Students are front-loaded with history content and given a variety of pre-writing activities prior to being assigned 5 paragraph essays. Students must prove standards mastery at higher critical thinking levels when they are asked to answer historical questions in their own words. In Economics and Physical Geography, students must first learn basic key vocabulary and ideas before being asked to solve larger problems in class projects. There is a general shift towards more difficult open-ended exam questions, but most teachers are still using multiple-choice tests as an effective way of measuring student achievement.

Curriculum review and evaluation in Social Studies is done at the district level. The Educational Services Department assists Rialto schools in delivering high quality instruction to ensure all students are college and career ready through the implementation of the California State Standards and the new Common Core State Standards. A district Curriculum Council, representing the Social Studies departments of all middle schools and high schools, meets throughout the school year to ensure that all students are engaged in a challenging, coherent, and relevant curriculum. The Curriculum Council adopts the Pacing Guides used in Social Studies classes throughout the district and develops a policy regarding Benchmark Exams.

While the Social Studies Department is hindered by the nation’s failure to adopt national Social Studies content standards, for now, the district’s CCSS Plan guides curriculum development. All Rialto Social Studies teachers and support staff were invited to attend a Gallery Walk to view the district’s Common Core State Standards Plan. The Plan encompasses 6 areas: Curriculum, Instructional Strategies, Materials, Assessment, and Professional Development and Policies. Teachers and support staff were asked to review

- Social Studies Department PLC meeting minutes
- Rialto Unified School District Pacing Guides for Social Studies
- Student work samples
- Home Group meeting minutes from September 16, 2013
the proposed CCSS Plan and make suggestions for changes. Part of the plan involves having a Core Team of teachers in Social Studies “Recreate and realign our current curriculum to meet the CCSS.” The Core Team of teachers will also be involved in creating performance tasks/ assessments and developing curricular units that could be used in Social Studies classes throughout the district. To assist Social Studies teachers transition their curriculum to the Common Core State Standards, it is the belief of Social Studies teachers that the Rialto Unified School District needs to place more emphasis on offering professional development to Social Studies teachers at the same rate the English teachers are given professional development opportunities.

### Physical Education

In the Rialto Unified School District, twenty credits of Physical Education, as well as a semester-long Health Education class are required for graduation. The Physical Education department works collaboratively to ensure that the Physical Education Model Content Standards for California Public Schools are met. Physical Education lessons focus on fulfilling the demands of the state standards as well as the 4 R’s of Eisenhower’s Schoolwide Learner Outcomes: Respect, Responsibility, Relevance, and Rigor.

The National Association for Sport and Physical Education guides the Physical Education Department in lesson development. Lessons are sometimes adjusted and implemented based on new research gained from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The Physical Education Department meets as PLCs and as a whole department to review the units being taught, and to discuss the curricular units needed to meet the requirements of the state standards.

Physical Education students are assigned written work to make up credit for any long-term absences. The written work assignments are based on research articles. Students are required to research health and fitness topics and then write papers on their findings. Some assessments in Physical Education involve writing where students are given a prompt and then expected to provide short answers.

- Physical Education Model Content Standards for California Public Schools
- National Association for Sport and Physical Education Standards
- Eisenhower High School Schoolwide Learner Outcomes
- AAHPERD articles
- Physical Education PLC meeting minutes
- Rialto Unified School District Physical Education Curriculum Council meeting minutes
- Student work samples
- Home Group meeting minutes from September 16, 2013
Student work samples collected by the Physical Education Department verified student participation through the grades they earn. Daily participation is reflected in written work and student application of critical thinking was expressed through projects. Physical Education teachers have a common grading policy and are guided by the district Physical Education Curriculum Council, which meets four times a year.

World Languages

Eisenhower High School currently offers students two world language choices to meet the “E” requirement of the University of California’s A-G requirements: French and Spanish. Students at Eisenhower can take French I, French II, French III, French IV, Spanish I, Spanish II, Spanish II for Spanish Speakers, Spanish III, Spanish III for Spanish Speakers, Spanish IV, Advanced Placement Spanish Language, and Advanced Placement Spanish Literature APV. The World Language Department of the Rialto Unified School District has made the decision to use the California World Language Standards, to which the newly adopted standards are aligned. Currently, all World Language classes within the school and district meet the University of California A-G requirements. Through the District World Language Curriculum Committee new course outlines are in the process of being written in alignment with the new textbook programs for French and Spanish.

Congruence between the 5 Cs of the National Standards for Foreign Language Education, Spanish & French concepts and skills taught in classes, and Eisenhower’s Schoolwide Learner Outcomes is easily achieved with the new textbook series. The new World Languages textbooks utilize many ways to provide students with the opportunity to better understand their importance in preserving culture while protecting the environment and becoming life-long learners through their study of a World Language. Discovering and experiencing a new perspective of other cultures, allows students to gain a better perspective on their own.

During the 2012-2013 school year, the Rialto Unified School District and Eisenhower High School’s World Language Department completed a total revision of all World Language programs for the district. All high schools were involved in choosing the textbook series
for the adoption of new Spanish, French and German programs. Each language program chose a textbook series that would be effective in meeting the students' needs within the classroom. Technology, student interest, standards based curriculum, practicality of program, and program articulation were all taken into account by all stakeholders while adopting the new textbook programs. District members, including teachers and RUSD district personnel, chose the curricular programs to be implemented. The community was invited to look at programs and text materials. Rialto Unified School District (RUSD) World Language Department teachers then created pacing guides for the new textbook series. All World Language Department teachers now have a pacing guide to utilize while teaching their classes.

World Language Department curriculum and its rigor has been evaluated by the World Language teachers within the district. With the new textbook programs, the next step for the World Language teachers is to look at and revise the course outlines. World Languages Pacing Guides will also be revised in the spring of 2014, after a full year of teaching with the new pacing guides and textbook programs. If changes to the curricular program need to be made, they will be made at that time. Plans for common assessments can also be made once pacing guides are finalized. At this time curriculum and its rigor, relevancy and coherency of examination policies regarding course completion, credits, grading policies, homework, etc., will also be looked at. All World Language Department teachers, school administrators, counselors, school leadership team, and RUSD district representatives will be involved in this process at some point in time.

Evidence of challenging curriculum was observed in the student work samples collected by the World Languages Department. Student work samples included: engaging in conversation, written language (grammar), recognizing culture as expressed through culture (literature), demonstrating understanding of nature of the language through comparisons of language with their own, using language beyond the school setting, and becoming life-long learners and using language for personal enjoyment.

Visual and Performing Arts
To fulfill the fine arts requirement of graduation, students at Eisenhower High School have numerous choices to select from: Art I, Art II, Ceramics I, Advanced Ceramics, Studio Art P, Advanced Placement Studio Art, Theater I, Theater II, Theater III, Drama Production, Dance Production, Pageantry Production, Concert Band, Jazz Band, Marching Band, Percussion Ensemble, Wind Ensemble, A Cappella Choir, Treble Choir, and Madrigals. The Visual and Performing Arts Framework for California Public Schools guide the curriculum in these courses along with the “Creative Expression” and career-related expressions.

Concepts and skills taught in the Visual and Performing Arts Department lean heavily towards the “Creative Expression” standards. Almost all, if not all, of our courses in Visual and Performing Arts meet the University of California’s “f” requirement of the A-G requirements. Our Performing Arts programs—drama, band, and Choir, have earned an exemplary reputation by winning numerous awards. The school’s band and choir programs compete regularly against other schools and often win in their areas of focus. In the visual arts, students show off their work in various gallery shows and tend to perform well.

There is some integration of curriculum between Visual Arts and the Performing Arts as the Visual Arts have helped with “sets” for drama and “halftime props” for band. The Performing Arts have performed musicals involving curriculum from two or more disciplines.

Student work samples collected by the Visual and Performing Arts Department reflected only a small percentage of the standards. The samples did reflect rigor, especially in the collected assignments involving photos of sculptures and other written examples. Academically, daily concepts are taught in Visual and Performing Arts classes, and achievement of the Schoolwide Learner Outcomes have the same source of evidence as other departments—CST data, etc.

Curriculum review for the Visual and Performing Arts is the responsibility of the district’s Visual and Performing Arts Curriculum Council. Involvement of the key stakeholders is filtered through the Visual and Performing Arts Committee at the district level. These meetings take place quarterly. The Visual and Performing Arts Department does not spend...
much time matching curriculum to the school’s Mission Statement and Schoolwide Learner Outcomes. The department does plan exhibitions and performances and discusses many details about the curriculum in those forums. Teacher input at the school level is always solicited at Instructional Leader Meetings that take place monthly. Teacher input is treated with interest, respect and it is acted upon by administration. Teachers are expected to show, perform, and compete where they can. Visual and Performing Arts meetings give feedback to teachers from parents, administrators, and board members.

**CTE/ROP**

At Eisenhower High School, there are a variety of Career Technical Education (CTE) and Regional Occupational Program (ROP) courses that students may enroll in the field of Business, Engineering, Home Economics, Industrial Arts, and Health Careers. CTE/ROP classes use California Career Technical Education Model Curriculum Standards and the Common Core standards when applicable. The collected work samples of the CTE/ROP departments verify a rigorous connection between content standards, curriculum and assessment. The work also shows direct relevance to the workplace and to academia, and diverse real world situations. The work demonstrates a coherent strategy to integrate and interconnect classes through a pathway towards an industry standard classroom environment and curriculum.

**Business Department**

*Information and Communication Technology*

- Digital Media Presentation
- Computer Applications
- Computerized Graphic Design
- Web Page Design

*Marketing, Sales and Services*

- Introduction to Business
• Sales and Merchandising
• Business Management
• Business Law

**Engineering Department**

*Engineering and Architecture (Project Lead the Way)*
• Introduction to Engineering Design
• Principles of Engineering
• Digital Electronics
• Civil Engineering and Architecture
• Engineering Design and Development

**Home Economics Department**

*Education, Child Development and Family Services*
• Life Management
• Child Development I
• Child Development II
• Careers with Children

**Hospitality, Tourism and Recreation**
• Life Management
• Culinary Arts I
• Culinary Arts II
• Advanced Culinary Arts

**Fashion and Interior Design**
Life Management
Fashion Textiles and Apparel 1A & B
Fashion Design and History A & B
Fashion Textile and Apparel II A & B
Fashion History and Design

Industrial Arts Department

Building and Construction Trades
- Wood Technology
- Furniture/ Wood Manufacturing
- Cabinet Making and Wood Manufacturing (ROP)

Manufacturing & Product Development (ROP)
- Welding Technology
- Welding Certification

Transportation (ROP)
- Auto Collision Repair and Refinishing
- Advanced Auto Collision Repair and Refinishing

Health Careers Department (ROP)

Health Science and Medical Technology
- Introduction to Health Careers
- Introduction to Nursing Careers
- Medical Records Specialist
- Medical Terminology

CTE/ ROP classes use California Career Technical Education Model Curriculum Standards and the Common Core standards when applicable. Wood working classes use the
Technical Knowledge and Skills standards of the Building Trades and Construction Industry sector. “Project Lead the Way” has adopted and makes connections with the Common Core State Standards.

The collected work samples of the CTE/ROP departments verify a rigorous application of standards to curriculum and assessment. The work also shows direct relevance to the workplace and to academia, and diverse real world situations. The work demonstrates a coherent strategy to integrate and interconnect classes through a pathway towards and industry standard classroom environment and curriculum.

Special Education

Eisenhower’s Special Education Department includes Resource Specialist Program (RSP) classes, Special Day Classes (SDC), and Multiple Handicap (MH) classes. RSP classes are a part of Eisenhower’s mainstream classes; RSP classes are not self-contained. Our RSP sections in core classes are team-taught by the general education teacher and the Resource Specialist. SDC classes are offered for English at all grade levels, General Math, Algebra A, Algebra B, Integrated Science, Biology, World History, United States History, Government, and Economics. SDC students are mainstreamed as much as possible and as their Individualized Education Program (IEP) allows. With all of Eisenhower’s Special Needs students, we mainstream them in every area outside of the specified need in their IEP and maintain the least restrictive environment.

Special Education classes incorporate the same California content area standards used by core area teachers, but make serious modifications to the scope and sequence of how the standards are addressed. The MH/SDC PLC uses the BASICS 2 curriculum frameworks for students with moderate to severe disabilities. Teachers use the Diamond Learning Model on a 0-5 scale with 5 being the most independent and 0 being dependent.

There is collaboration among Special Education teachers in curriculum development. There is also constant collaboration between RSP teachers and the core area classes they are assigned to. Curriculum development is adjusted using testing and collaborating with

- California English-Language Arts Content Standards for California Public Schools
- Mathematics Content Standards for California Public Schools
- Next Generation Science Standards for California Public Schools
- BASICS 2
- Diamond Learning Model
- History-Social Science Content Standards for California Public Schools
- Special Education Department PLC meeting minutes
- Student IEPs
- Standardized test scores
- Student work samples
other teachers to see what students may be doing with other teachers. Special Education teachers have to modify assignments based on student needs and student IEPs. IEPs are used to gauge progress of prior goals. Revision of goals and evaluation is done using teacher input and test scores.

MH Teachers use Houghton Mifflin & SRA reading programs. SDC teachers use the edge® reading intervention program. When applicable, teachers use Think Pair Share and Peer Partners strategies. To assist with math instruction, teachers attended the math training "The Big Idea". As with core area classes, Special Education teachers use graphic organizers and manipulatives to enhance instruction. Special Education Department teachers implement Transition Goals for Post High School Education based on student needs. Teachers have received training on universal access (Different learning styles, multiple intelligences, Venn diagrams, focus on tactile, visual, front loading vocabulary.)

Student work samples collected by the Special Education department indicated that teachers use Bloom’s Taxonomy of Learning Domains to help vary the level of questions in a single lesson. They also promote critical thinking through open end questioning and allow students think time. MH/SDC students are graded on their level of independence and according to how many “prompts” they need to complete a given task. Students work on functional, community, vocational, domestic, and recreational skills.

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<tr>
<th>Articulation and Follow-up Studies</th>
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<td>Eisenhower’s Counseling Department meets annually with our feeder middle schools to register upcoming freshmen. This has been done in several ways over the years via a classroom setting, large groups in the cafeteria or through PE classes. The coordination of student registration is conducted through the middle school counseling departments. Through the Think Together program, some of Eisenhower’s students are volunteering in the middle and/or elementary schools. Students involved in the Think Together program provide tutoring, mentoring and coaching skills to younger students.</td>
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<tr>
<td>One event that has proven successful and worth repeating is the Future Eagle Night.</td>
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<tr>
<td>• Counselor visits to feeder middle schools</td>
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<td>• Future Eagle Night</td>
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<td>• Think Together Program</td>
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<td>• College Academy</td>
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<td>• San Bernardino Valley College visits</td>
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<td>• Valley Bound Program</td>
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| • Home Group meeting minutes from September 16, 2013 |
Incoming Freshman and their parents were invited to the Eisenhower campus to showcase our programs, electives, honors, etc. The event was advertised on middle school campuses. The counseling staff has also organized an on site articulation meeting for middle and high school English and math teachers to discuss high school expectations and to secure a recommendation list of upcoming freshmen for honors and Geometry placement.

Eisenhower counselors assisted in the development and monitoring of the College Academy. This program was offered to one-hundred 10th through 12th grade students yearly. The College Academy was an opportunity to concurrently attend San Bernardino Valley College and Eisenhower High School. There was an established articulation between Eisenhower’s counseling staff and Valley College’s counseling staff to get students registered, assessed in math and English and development of a 2-year Plan. Unfortunately, this program is no longer funded and the concurrent availability at San Bernardino Valley is limited at this time due to current economic constraints.

There are multiple examples of articulation between Eisenhower High School and local colleges and universities. The Career Center offers students the opportunity to hear from numerous college presenters throughout the school year. College representatives come to present their programs and recruit students through lunchtime or whole-class presentations in the Career Center. Even without Eisenhower student participation in the College Academy, currently San Bernardino Valley College comes on campus second semester and offers site assessments in math and English, orientation to the campus and a brief education plan is developed. Students are then provided a field trip to the campus. The Valley Bound program is an additional opportunity offered to Eisenhower students with financial needs. Only thirteen Inland Empire high schools participate in this program, Eisenhower being one. The program is funded through the San Manuel Band of Mission Indians. Representatives from California State University at San Bernardino come on campus to offer admission presentations, and the SMART workshop for those students who have secured an admission to the campus. Eisenhower’s Career Center also offers a yearly College and Career Fair in which an average of thirty campuses/trade schools/community
colleges present information to our students.

Eisenhower’s Counseling Department oversees the University of California at Riverside’s Early Academic Outreach Program (EAOP) and the California State University at San Bernardino’s UPWARD BOUND outreach program. Eisenhower students are recruited yearly for participation in these programs, with counselors identifying these students and coordinating on site presentations with both organizations.

Through a student’s 4-year plan and student-counselor communications, students are alerted to summer programs at local colleges in their field of interest. Students are made aware of campus open house opportunities and, when funding is available, field trips are offered to students to explore college campuses. Information about colleges and universities is disseminated through the counseling office. For example, information about the University of Southern California Open House was presented in the Counseling Office, with interested students being encouraged to attend. Recently, forty seniors were taken on a field trip to visit San Joaquin Community College with the Career Center technician.

Follow-up studies of Eisenhower graduates are a weak point for Eisenhower High School. The Counseling Department does conduct a Senior Checkout Survey, requiring students to provide the school with information about their post-graduation plans. This Senior Checkout Survey allows the school to see how many students are planning to attend 4-year universities, 2-year colleges and trade schools, enlist in the military, or directly enter the work force following graduation. The school is able to use this information in house, but once the students graduate, Eisenhower does not utilize a database that can actually follow up with graduates to see if they have followed through with their original post-graduation plan. Counselors record student future goals consistently, update and maintain this in a spreadsheet format, and, even as late as senior check out, counselors have record of their post graduation destination. It is only through word of mouth or if a student comes back to visit that information may be confirmed.
All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

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<th>Findings</th>
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| **WASC Student Committee Findings** | • WASC Student Committee Report  
• WASC Student Questionnaires  
• Student Survey Results |
| When asked, “Do all Eisenhower High School students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?”, students responded that the Career Center is a place to find out about test dates, work permits, scholarship information, help with FASFA application, college representatives provide information about their college, and general assistance with post-graduate goals. Other identified strengths include the assistance provided by the Internship Program, the AVID program, ROTC, ASB, and the assistance by counselors to help students meet the a-g requirements. Students indicated that there is also assistance for student athletes to meet NCAA requirements.  

Areas of growth identified by the WASC Student Committee include the need for more assistance succeeding on the SAT, providing more flexible options for students so that they can choose to be more involved in multiple offerings, making Saturday Step-up classes available to all students, and the expansion of elective course offerings. Students felt that the classes necessary for college are difficult to enroll in. Students would like to see more course offerings like Spanish and Ceramics. | |
| **WASC Parent Committee Findings** | • WASC Parent Committee Report  
• WASC Parent Questionnaires  
• Parent Survey Results |
| Like the students, Eisenhower parents also identified the school’s Career Center as an area of strength. Parents also indicated that counselors review the 4-year plan with students, the Pride Platoon program helps students with career goals, and the ROTC program helps students develop discipline. | |
Areas of growth identified by Eisenhower parents include the need for increased ROP courses, more guidance for students geared towards college, and an increase in academic programs that are offered by other school districts. Parents also expressed concern that information about school programs is not provided to parents.

### Monitoring/ Changing Student Plans

Teachers communicate with parents when they complete the poor progress reports, quarter grades and semester grades. Counselors are in constant communication with teachers and parents. Status letters are sent at the beginning of each semester to every 11th and 12th graders to inform parents of their child’s progress. Counselors review grades with students and parents every time they hold a Parent/ Teacher Conference (PTC). Parent Teacher Conferences are scheduled by parents, teachers, or counselors as needed when progress is not being made. To help with the monitoring process, counselors use a database which includes the following: credits earned and needed to graduate, CAHSEE results, college path and notes of what programs are used to meet the requirements. Based on the goals in the 4-Year Plan, counselors review student grades at the end of each quarter and semester to determine if changes need to be made to a student’s classes with an eye on graduation/A-G requirements. Each school year, counselors review transcripts with students while completing their registration process for the following school year. In the Counseling Office, counselors hand out weekly grade checks to students and parents, as well as tutoring schedules and weekly logs for homework assignments. Weekly grade checks help staff members to monitor progress in classes. To encourage student academic achievement, counselors send “Job Well Done” cards to students who receive grades of As, Bs or Cs the previous semester.

Outside of the Counseling Department, there are other various processes for monitoring student progress. Link Crew leaders meet with 9th graders and review 1st quarter grades. An assembly is held for failing freshman, and their parents are invited to an evening meeting to discuss ways in which failing freshman can change their habits to become more successful. Students who have struggled in math are given re-starts in Algebra I and

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Geometry. A list of at risk seniors is sent to all staff members to help with encouraging the ones who can graduate. Teachers also make referrals to counselors when needed about behavior or lack of work. Students who are enrolled in A+ are monitored weekly and notes are sent to students. The newly initiated Freshman Mentor Program assigns a volunteer staff member to a struggling freshman at the end of the first quarter.

Post High School Transitions

There are several programs at Eisenhower High School that are designed to facilitate student transitions from high school to their post high school options. Each year the College and Career Fair exposes students to local career opportunities and colleges. Announcements are also put out by the school’s Career Center Technician to help with career visits and deadlines for college applications. The Career Center maintains a calendar on the Eisenhower school webpage to disseminate important information. The Counseling Department also has a quarterly newsletter that disseminates information regarding post high school options. ROP classes offer articulation with local junior colleges where students can earn certificates and credits that transfer to the community college. Advanced Placement classes offer the possibility of college credit if the Advanced Placement exam is passed. Students enrolled in and taking the Advanced Placement Microeconomics exams can earn college credit through California State University at Fullerton. Most colleges and universities are able to accept student scores of a 3, 4 or 5 on AP exams for credit towards Bachelor’s degrees. Macroeconomics class offers articulation with California State University, Fullerton.

The College Academy was present on our campus from 2007-2012. Students participating in the program were transported to the San Bernardino Valley College campus where they were enrolled in morning classes. These students were earning credits towards high school graduation while concurrently earning credit towards an Associate Degree from San Bernardino Valley College. Students not participating in the College Academy program were still able to make Valley College visitations through the Career Center. The Career Center has helped with a bridge program with San Bernardino Valley College, which

- Career Center
- Career Center calendar of activities
- ROP Certificates
- CSUF Articulation
- Internship Program
- AVID
- FBLA
- FHA
- HOSA
- NAPCA
included on-site registration and assessment of Eisenhower students. The Valley Bound commitment also helped students with the transition by paying for a student's college fees the first year. Two hundred students from various local high school campuses were selected to be part of the Valley Bound program after they applied. In 2012-2013, 10 Eisenhower students were chosen for the program.

Special Education has a prescribed course of study, which is created according to students' goals for post-secondary success. RSP and SDC transition classes work with the Workability program. The moderate/severe handicapped students work on campus in the cafeteria, participate with Workability, volunteer at a church stuffing envelopes, and intern at a retail store. The AVID program on campus is extremely helpful to students to transition to post high school options. AVID teaches students to be independent learners. Students research schools and their program degrees. AVID takes students to visit local public and private colleges and universities. Eisenhower's Internship Program requires students to complete a portfolio in 11th grade of their accomplishments. Students with a 3.0 GPA or above complete the portfolio, which makes them eligible for local scholarships. ROP classes are available to students for pre-technical training. The Art department brings in guest speakers who share ideas about how to continue art education and explore careers in art. Woodshop and welding technology classes teach skills necessary for the technical/trade level. Students involved in the campus clubs; FBLA, FHA, HOSA and NAPCA are offered field trips to local colleges and other experiences that can help students get into college.

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B3. CURRICULUM CRITERION

Upon completion of the high School Program, students have met all the requirements of graduation.

Findings

Supporting Evidence
WASC Student Committee Report

Students were also asked the question, “Upon completion of the Eisenhower High School program, will all Eisenhower students be able to meet the requirements of graduation?” Students reported that an area of strength is that counselors visit their classes to discuss graduation requirements. Students recognized that many teachers offer guidance on choosing the right classes and how to graduate on time. Like the parents, the students also identified the main area in need of growth as being Summer School. Students felt that without Summer School, many students will not be able to meet graduation requirements. Students were also frustrated by the current list of course offerings not being sufficient to meet the needs of all students. Students reported that many of the classes needed to graduate are unavailable for enrollment.

Sixty-nine percent of students either strongly agreed or somewhat agreed with the statement, “I am given opportunities to have learning experiences outside of the classroom.”

WASC Parent Committee Findings

When asked, “Upon completion of the Eisenhower High School program, will all Eisenhower students be able to meet the requirements of graduation?”, parents strongly agreed. Areas of strength recognized by parents included the fact that the California High School Exit Exam is reviewed in classes, an A+ credit recovery program is offered to students, and Step-up Saturday classes.

Areas in need of growth identified by parents included the need to offer summer school courses for students interested in getting ahead, a stronger push for all students to enroll in a-g courses, an increased urgency on the part of the school to contact parents of credit-deficient students, and a reduction on counselor case-load.

Meeting Graduation Requirements
To ensure that students are meeting the requirements of graduation, including the CAHSEE, CAHSEE Prep Academies have been held after school and on Saturday to help students with CAHSEE preparation. Students can also be enrolled in Diploma Math and/or Diploma English to help reinforce the skills needed to pass the tests. After school tutoring with teachers has been offered, with the development of a school-wide tutoring schedule posted around campus and in classrooms. While it was funded, Hope Through Housing also offered tutoring to students after school. Information about these programs is distributed to all parents who ask about extra help.

The A+ program is used as a credit recovery program to ensure that credit deficient students are able to meet graduation requirements. A+ classes have been offered before school, after school, during the school day, and on Saturdays during Step Up. Alternative Education classes are also offered to students to help with acquiring enough credits to graduate. Summer school has been an option each year for students at risk of not graduating or students who did not graduate with their class. This past year, summer school was also open to any student choosing to attend. Counselors complete a senior review in April and senior checkout before graduation.

**English Language Arts**

To ensure that all students have access to real world applications of their educational interests, English teachers are continually reinforcing reading and writing skills with a wide variety of teaching strategies. Lesson plans incorporate the imminent Common Core Curriculum with student work as evidence. A wide spectrum of individually chosen research projects are incorporated into the English Language Arts curriculum. Analysis & evaluation of ethos, logos, & pathos in advertising techniques is being infused into the 11th and 12th grade pacing guides, and a diverse spectrum of societal issues are analyzed and debated. AVID students participate in Socratic seminars where they use a formal process to engage in meaningful debate.

English teachers teach nonfiction literature that is relevant to real world issues. An example would be that during second semester, 10th grade English teachers teach segments of *Night*
by Elie Wiesel, which addresses the issues of genocide and war. Teachers are able to discuss current event issues with students and make the connections between content area material and the real world. The English 10 Honors Research Slide Presentation Assignment allows students to demonstrate their knowledge and ability to assess credibility, synthesize information, and create a technological document while simultaneously allowing them to choose an area of their own interest to research. 11th grade English teachers believe that the literacy which students achieve will certainly help with their job skills. Critical thinking, problem solving, and analysis techniques used in English classes are definitive life skills.

Math

Individual teachers in the Math department bring in problems from various sources in an attempt to provide real-world examples and experiences. Over the past few years programs such as the I Can Learn Lab, Accelerated Math and Kahn Academy (via the internet) have provided a link to the real world as well. ABLE speakers have been brought in and classes have heard from engineers, firefighters, surveyors, electricians and plumbers in an attempt to answer the proverbial “When are we ever gonna use this?” question. Students use critical thinking skills, problem solving skills, logic, and justification in Math classes, all skills that are needed in the real world. Math students have the opportunity to extend the skills that they are learning in Math classes through project-based experiences and in their Science classes. STEM classes and upper division courses in particular are geared to real-world problems. This past summer, several Pre-Calculus students were involved in a partnership program with NASA working on a rocket building project. Whenever possible, teachers present real world problems and examples to engage students. Approximately 60% of the AP Calculus course and 90% of the AP Statistics course involve application problems. Some students will enter into careers including engineering, construction, architecture, teaching, and the like. Some students will use what they learn in math classes in home improvement projects in the future. Establishing a work ethic will also be used throughout their education and in their personal lives.
### Science

Science PLC’s develop lessons that include real world applications. Science department uses inquiry based labs and activities that apply to real life situations. Students are able to participate in science lab activities, as well as use computers for E Lab, ENO Boards, use of up to date technologies, use of Prezi, Microsoft Office and lab equipment in general for hands on experience.

- ENO Boards
- E Lab
- Prezi Presentations

### Social Studies

In Social Studies courses, teachers have a fairly easy time connecting the subject matter to real world applications. In Social Studies courses, teachers are frequently able to make connections between current events and the content being presented. An example would be the connections made in Government classes between the real-life election process and the 12th grade Government standard, “Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.” Teachers provide students with voter registration forms. 12th grade Social Studies students learn about the responsibilities of citizenship, basic constitutional rights, personal finance, and basic economic principles to be applied in various scenarios. Social Studies students are involved in real-world experiences when they are involved in problem-solving assignments such as the Stock Market projects completed by Economics students and the evaluation by students of the American decision to drop two atomic bombs on Japan to conclude World War II in United States History classes. Map reading skills are incorporated into the 9th, 10th, and 11th grade Social Studies classes. World History teachers cover world events from past to present using everything from CNN Student News webcasts to History.com. Students may be asked to summarize current event stories and make connections to economic, political, and social themes. Students learn about the roots of democracy, which helps them understand our country today. Other examples of Social Studies students having access to real world applications include: collaborative group projects, research papers, and the student use of technology to create PowerPoint and iMovie projects.

- Teacher Lesson Plans
- Stock Market Project
- Collaborative Group Projects
- PowerPoint Projects
- iMovie Projects
### Physical Education

Physical Education teachers teach lifelong skills and physical activity throughout the year. The state’s Physical Education Model Content Standards for California Public Schools are written with the belief that the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout one’s life span, providing physical, mental, and social benefits. All Physical Education activities are standards based. The Physical Education department focuses all curriculum on lifelong learning. All subjects in Physical Education are focused on students being able to continue physical activity all their life.

- Physical Education Model Content Standards for California Public Schools
- Teacher Lesson Plans

### World Languages

In all World Language classes, real world applications are used. Technology, travel, culture, comparison of their language and the language being studied, history, music and art are all relevant to student learning while providing the opportunity to have access to real world applications. Students watch TV/DVDs, listen to target language music from worldwide sources, use computer applications such as News+Networking or QR Reader to download cultural resources, use online resources, read, write, cook, plan travel experiences, analyze, and become skilled at study habits while learning the language within a standards-based curriculum.

- Teacher Lesson Plans
- Content Audio and Video

French Club students have prepared French meals, visited local French restaurants, and traveled to Europe where they have had exposure to British English as well as French and Spanish.

Students are also able to apply world language skills to explore career opportunities (bilingual), primary language mastery, increased income potential for bilingual skills, travel opportunities, community/volunteer services, and conversational skills. Students learn to differentiate between formal and informal language skills within their target language through a variety of written and verbal activities.

### Visual and Performing Arts
Real-world applications in the Visual and Performing Arts are addressed by offering a full range of courses at beginning and advanced levels. Real-world applications of the subject matter are developed in hands-on projects and actual performances, contests and competitions. This exposes students to real-world situations in reasoning through creative problem solving, analysis, and synthesis of the product/performance.

CTE/ROP

Eisenhower’s CTE-ROP programs are all based on real-world applications. Many programs have internship or externship programs. The Internship Program that offers students experiences with Kaiser, San Bernardino County Sherriff and the Rialto Police Department. All curriculums include hands-on activities with demonstrations and return demonstrations. These programs are heavily skills based.

Students enrolled in CTE/ROP classes are able to use what they learn from course curricula in real-world applications that suit their educational interests. As part of the Introduction to Nursing Careers course, students are able to intern for the school nurse and volunteer to help out at ASB sponsored blood drives on campus. In the Careers with Children course, students are able to work at local preschools and elementary schools for up to 70 hours of work place experience. Fashion Textile & Apparel students play a role in creating costumes for the school’s drama performances. In Welding classes this year, students were asked by ASB to create sturdy carts that could be used to transport Homecoming floats. Students involved in the Advanced Woodworking class are able to build benches and bookcases among other projects. Advanced Culinary Arts students prepare, cook, and serve food for the Café d’Eisenhower. These are all valid examples of fulfilling Eisenhower’s SLO of preparing students to be “Relevant thinkers who apply critical thinking skills to real-life scenarios.”

Special Education

Special Education students attend Vocational Education classes to provide access to real-world applications of their educational interests. Students also participate in the Rialto

• Teacher Lesson Plans
• Project Planning
• Internship Program
• Externship Program
• Student work samples
• Completed student projects

• Vocational Education
Police Department’s Pride Platoon for youth at risk. Students learn various skills needed for possible career development. Responsibilities are learned along with discipline in Special Education classes.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. Eisenhower believes that the principal strength of our curriculum is that it is accessible to all students. Eisenhower is proud of, and continues to strive to improve our RSP mainstreaming program and the co-teaching that occurs in our RSP English and Math classes. Our honors and AP programs accept all students willing to challenge themselves with the increased rigor these classes bring. Additionally, Eisenhower is always exploring new ways to improve the educational experience for all levels of student achievement. With programs such as edge® and STEM, Eisenhower is constantly striving to both remediate and enrich where appropriate.

2. Eisenhower’s monitoring processes are innovative and help students achieve graduation. Between the Counseling Department’s Four-Year Plan initiative and the Mathematics Department’s restart and transition programs, Eisenhower is constantly aware of each student’s position regarding graduation and earning the credits necessary to achieve that goal.

3. While Eisenhower would love to see an increase in the elective choices offered to students, the belief remains that this is an area of strength. From Culinary Arts to Media studies, Eisenhower offers several avenues for students to explore whether it is manual or technological.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. When evaluating and revising our curriculum, Eisenhower needs to make decisions that are in the best interest of student learning. Teachers believe that they have no control over a state-mandated curriculum. Whether or not this is true, teachers believe it. Growth in this area would be evidenced by teachers manipulating their curricula in such a way to improve student achievement in areas where we know our students struggle.

2. As we move toward implementation of the Common Core State Standards, Eisenhower teachers must be mindful of student educational interests and manipulate their curricula to create opportunities for Real World Application of learning.
3. In this new global society, integration plays a greater role than we acknowledge on the high school campus. Moving forward, the teachers of Eisenhower High School will have to collaborate across the curriculum in a much more intentional manner. While there is a start on campus with the integration of Math and Science in the STEM program, we would like to see more integration in such curricular areas as English and History.