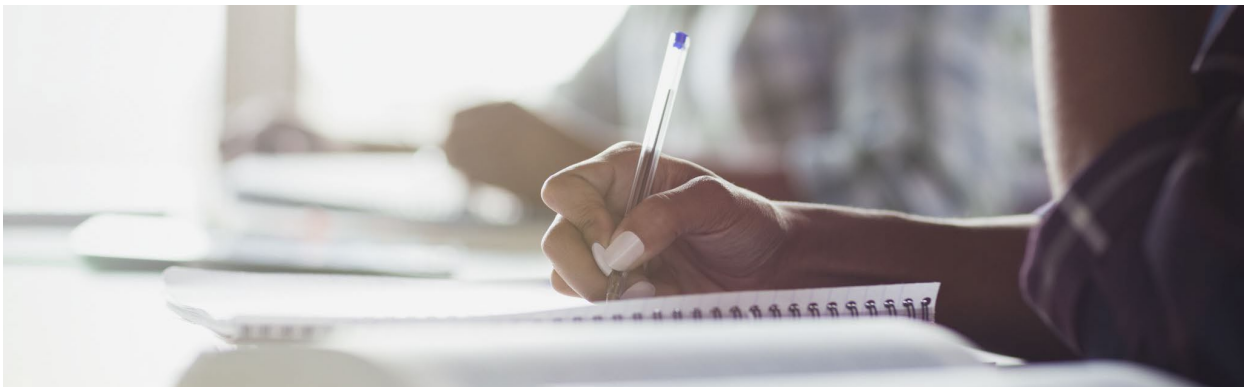

Contra Costa County Office of Education

Course of Study

Updated August 2025

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INTRODUCTION

This document is a brief outline of the academic courses offered by the Contra Costa County Office of Education Student Programs Division. These courses are provided for grades 6-12 and for Adult Education and fulfill the requirements for coursework toward graduation as outlined in the CCCOE Board Policy.

These courses focus on advances in each content field as well as innovations in the conception of how to teach and learn each subject. While English/Language Arts and Mathematics courses are based on California's Common Core State Standards and Science is based on the Next Generation Science Standards, all three disciplines focus on the skills and knowledge that students will need to be successful in College and/or Career.

Primarily, one credit is issued for each twelve (12) hours of productive class work in Court and Community Schools. The Adult School issues one credit for every fifteen (15) hours of productive class work. Based on student eligibility and principal approval, additional credits may be issued based on work completed. Additionally, students in the Court and Community School have an online option for A-G, credit recovery and elective courses. After students take initial assessments and their school records are reviewed, an Individual Learning Plan (ILP) is designed for each student in the Court and Community School programs. All Special Education students have an Individualized Educational Plan (IEP) and, for students aged 14 and over, an Individualized Transition Plan (ITP) that assists students in planning for transition from school to the adult world. Course work is assigned after a review of initial student assessments and prior school records. Students identified by the IEP team as being eligible for the Alternative Pathway Diploma will outline their coursework through the IEP process to take courses leading to the alternative diploma.

SCHOOLS / PROGRAMS

The Course of Study is designed for programs that serve middle school, high school and adult students in the following:

- Contra Costa Adult School – operating in three adult detention facilities.
- Mt. McKinley School – serves students housed in juvenile detention, including specialized programs for long-term placements.
- Golden Gate Community School – a charter school serving expelled students and student disconnected youth throughout the county.
- Floyd I Marchus School – for students with IEPs needing additional behavioral and emotional support.
- CCCOE Extensive Support Needs Programs – for students who are require modified curriculum and instruction based on their individualized Educational Programs,

Instructional Materials

This Course of Study supports instruction aligned with the state requirements on instructional materials for the core academic subjects in grades 6-12 and must be approved by the appropriate local Board of Education. We need to select curriculum materials for a highly mobile and challenging student population. The Instructional Materials List attached indicates materials and curriculum designed to meet the state standards and will be updated annually.

High School Diploma Graduation Requirements for Golden Gate and Mt. McKinley

A-G	*Subject Area*	*Credits Required*	*Credit Reduction*
B	English	40	30
C	Math	10	10
C	Algebra 1	10	10
D	Science-Biological	10	10
D	Science-Physical	10	10
A	U.S. History /Social Science	10	10
A	World History	10	10
A	Government/ Civics	5	5
A	Economics	5	5
F /E /G	Art/ World Language/ CTE	10	10
	P.E.	20	20
G	Electives	60	0
	Total	***200***	***130***

Courses for Traditional Diploma

English Language Arts (ELA) and English Language Development (ELD) Courses

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 6

Target Grade Level: 6

III. COURSE DESCRIPTION:

Grade 6 students will delve into texts that span the genres of narrative fiction, poetry, literary nonfiction, and informational texts to build reading, writing and thinking skills. Students will also develop their writing skills as they focus on the six traits while producing narrative, argumentative, and explanatory compositions, as well as creative pieces including poetry. The course concludes with students completing a full research report. With a strong emphasis on close reading instruction, writing and thinking activities, and speaking and listening tasks, this course will help students expand their understanding of literature while building 21st century skills. Multimedia and interactive elements are built into every lesson to ensure a high-level of student engagement.

IV. CONTENT AND PEDAGOGY:

Meaning Making – In this grade span, significantly more rigorous concepts of evidence, argumentation, and integration and analysis of multiple sources and perspectives emerge in meaning making.

Language Development – All students continue to develop as learners throughout their academic careers and lives. The development of academic English is critical for successful and equitable school participation in middle school and includes an intensive focus on vocabulary and grammatical understandings.

Effective Expression – Students become increasingly effective at expressing themselves through different genres of writing and build on previous learning to write more complex and cohesive texts of different types for various purposes. They continue to develop and organize their writing appropriately to the task, purpose, and audience. They increase their skill in discussing, presenting, and using language conventions successfully.

- *Content Knowledge* – Students engage in a full program of ELA and content instruction regardless of language proficiency or special needs. They study a range and variety of important works of literature and informational texts in all disciplines and through independent reading and research. They participate in an organized independent reading program that contributes to their knowledge.
- *Foundational Skills* – Ideally, students' knowledge of foundational skills is well established by the time they enter middle school, and they access and produce printed language efficiently. Teachers continue to support students' developing reading fluency to aid

comprehension. Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 7

Target Grade Level: 7

III. COURSE DESCRIPTION:

English Grade 7 is a thematic study of literature in which students will delve into texts that span the genres of narrative fiction, poetry, literary nonfiction, and informational texts. Students will show their understanding of various works by analyzing how common themes like exploration, innovation, and courage transcend diverse time periods and genres. They will also develop their writing skills as they focus on the writing process while producing argumentative, narrative, and expository compositions. With a strong emphasis on close reading instruction, research activities, and speaking and listening tasks, this course will help students expand their understanding of literature while building 21st century skills.

IV. CONTENT AND PEDAGOGY:

- *Meaning Making* – In this grade span, significantly more rigorous concepts of evidence, argumentation, and integration and analysis of multiple sources and perspectives emerge in meaning making.
- *Language Development* – All students continue to develop as learners throughout their academic careers and lives. The development of academic English is critical for successful and equitable school participation in middle school and includes an intensive focus on vocabulary and grammatical understandings.
- *Effective Expression* – Students become increasingly effective at expressing themselves through different genres of writing and build on previous learning to write more complex and cohesive texts of different types for various purposes. They continue to develop and organize their writing appropriately to the task, purpose, and audience. They increase their skill in discussing, presenting, and using language conventions successfully.
- *Content Knowledge* – Students engage in a full program of ELA and content instruction regardless of language proficiency or special needs. They study a range and variety of important works of literature and informational texts in all disciplines and through independent reading and research. They participate in an organized independent reading program that contributes to their knowledge.
- *Foundational Skills* – Ideally, students' knowledge of foundational skills is well established by the time they enter middle school, and they access and produce printed language efficiently. Teachers continue to support students' developing reading fluency to aid comprehension. Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 8

Target Grade Level: 8

III. COURSE DESCRIPTION:

Grade 8 English Language Arts is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language. Students will also develop their writing skills while producing informative, argumentative, and narrative compositions. Supported by a balance of fictional and informational texts, students will learn and practice close reading, modeled reading, writing, speaking, and listening strategies. Students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Through wide and deep reading of literature and literary non-fiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

IV. CONTENT AND PEDAGOGY:

- *Meaning Making* – In this grade span, significantly more rigorous concepts of evidence, argumentation, and integration and analysis of multiple sources and perspectives emerge in meaning making.
- *Language Development* – All students continue to develop as learners throughout their academic careers and lives. The development of academic English is critical for successful and equitable school participation in middle school and includes an intensive focus on vocabulary and grammatical understandings.
- *Effective Expression* – Students become increasingly effective at expressing themselves through different genres of writing and build on previous learning to write more complex and cohesive texts of different types for various purposes. They continue to develop and organize their writing appropriately to the task, purpose, and audience. They increase their skill in discussing, presenting, and using language conventions successfully.
- *Content Knowledge* – Students engage in a full program of ELA and content instruction regardless of language proficiency or special needs. They study a range and variety of important works of literature and informational texts in all disciplines and through independent reading and research. They participate in an organized independent reading program that contributes to their knowledge.
- *Foundational Skills* – Ideally, students' knowledge of foundational skills is well established by the time they enter middle school, and they access and produce printed language efficiently. Teachers continue to support students' developing reading fluency to aid comprehension. Support for students who lag significantly behind in foundational reading

skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 9

III. COURSE DESCRIPTION:

Students enter English 9 with a foundation in fiction, drama, poetry, mythology, and nonfiction. This course will provide the opportunity for students to build on that foundation. They will engage in in-depth analysis of more complex literature, view that literature from its historical perspective, and connect it to other arts. They will write literary analyses, logical arguments, informational/ explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. The content is rigorous and relevant and includes high-quality contemporary works and the classics of literature. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study.

IV. CONTENT AND PEDAGOGY:

- *Meaning Making*—Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak and listen.
- *Language Development*—Students come to understand and analyze how the structure of language and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- *Effective Expression*—Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.
- *Content Knowledge*—Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students wield appropriate literacy tools in all disciplines they study. They engage with literary and informational text participating in cross-disciplinary explorations and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participation in an organized independent reading program contributes to their knowledge.
- *Foundational Skills*—Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently.

However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 10

Target Grade Level: 10

III. COURSE DESCRIPTION:

English 10 focuses on the study of literature that spans centuries, continents, and genres. Students will gain valuable cultural insight as they read and write about works depicting the social, personal, religious, and political struggles and triumphs faced by people all over the world and all through history. Students will continue to build their literacy skills by engaging in focused reading, composition, speaking and listening activities, vocabulary study, and research.

To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. The content includes classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study.

IV. CONTENT AND PEDAGOGY

- *Meaning Making*—Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak and listen.
- *Language Development*—Students come to understand and analyze how the structure of language and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- *Effective Expression*—Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.
- *Content Knowledge*—Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students wield appropriate literacy tools in all disciplines they study. They engage with literary and informational text participating in cross-disciplinary explorations and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participation in an organized independent reading program contributes to their knowledge.
- *Foundational Skills*—Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 11

Target Grade Level: 11

III. COURSE DESCRIPTION:

Students will explore major literary forms, themes, authors, and periods in English 11. Emphasis is placed on a rhetorical analysis of the literature to determine how authors achieve a particular purpose or effect. Through focused reading, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills they need to meet the challenges of high school and beyond.

To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. In English language arts, that critical content is both rigorous and relevant and includes high-quality contemporary works as well as the classics of literature. In English language arts, that content includes classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare.

IV. CONTENT AND PEDAGOGY:

- *Meaning Making*—Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak and listen.
- *Language Development*—Students come to understand and analyze how the structure of language and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- *Effective Expression*—Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.
- *Content Knowledge*—Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students wield appropriate literacy tools in all disciplines they study. They engage with literary and informational text participating in cross-disciplinary explorations and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participation in an organized independent reading program contributes to their knowledge.
- *Foundational Skills*—Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

I. AREA OF CURRICULUM: English/Language Arts (ELA)

II. COURSE TITLE: English 12

Target Grade Level: 12

III. COURSE DESCRIPTION:

In English 12, close-textual interaction with literature should have heightened the appreciation for texts, improved critical and analytical skills in reading and writing, enhanced speaking and listening abilities, and enriched students' academic and personal vocabulary. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Emphasis is placed on gaining critical perspective on the relationship between content and form and on synthesizing ideas into clear and concise prose and presentations.

To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. In English language arts, that critical content is both rigorous and relevant and includes high-quality contemporary works as well as the classics of literature. In English language arts, that content includes classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study.

IV. COURSE CONTENT AND PEDAGOGY: English 12

- *Meaning Making*—Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak and listen.
- *Language Development*—Students come to understand and analyze how the structure of language and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- *Effective Expression*—Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.
- *Content Knowledge*—Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students wield appropriate literacy tools in all disciplines they study. They engage with literary and informational text participating in cross-disciplinary explorations and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participation in an organized independent reading program contributes to their knowledge.

- *Foundational Skills*—Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

I. AREA OF CURRICULUM: English Language Development (ELD)

II. COURSE TITLE: English Language Development

Target Grade Level: 6-8

Designated ELD is a protected time during the regular school day in which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language English Learners need for content learning in English.

Integrated ELD is provided to English Learners throughout the school day and across all subjects by all teachers of English Learners. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful ways
A. Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Adapting language choices to various contexts (based on task, purpose, audience, and text type)
B. Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
C. Productive Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
Part II: Learning About How English Works
A. Structuring Cohesive Texts Understanding text structure Understanding cohesion
B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details
Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas

I. AREA OF CURRICULUM: English Language Development (ELD)

II. COURSE TITLE: English Language Development

Target Grade Level: 9-10

Designated ELD is a protected time during the regular school day in which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction to develop critical language English Learners need for content learning in English.

Integrated ELD is provided to English Learners throughout the school day and across all subjects by all teachers of English Learners. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful ways
A. Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Adapting language choices to various contexts (based on task, purpose, audience, and text type)
B. Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
C. Productive Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
Part II: Learning About How English Works
A. Structuring Cohesive Texts Understanding text structure Understanding cohesion
B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add de tails
Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas

I. AREA OF CURRICULUM: English Language Development (ELD)

II. COURSE TITLE: English Language Development

Target Grade Level: 11-12

Designated ELD is a protected time during the regular school day in which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction to develop critical language English Learners need for content learning in English.

Integrated ELD is provided to English Learners throughout the school day and across all subjects by all teachers of English Learners. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value and to draw upon to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful ways
A. Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Adapting language choices to various contexts (based on task, purpose, audience, and text type)
B. Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
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C. Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas

HISTORY/SOCIAL SCIENCE

I. AREA OF CURRICULUM: History/Social Science

II. COURSE TITLE: World History / World Cultures / World Geography

Target Grade Level(s): 9-10

III. COURSE DESCRIPTION:

This course enables students to understand basic concepts in history, geography, cultures, government and economics. Students develop and gain knowledge regarding the value of history in the modern world. Students also become aware of the roles of geography and culture in modern issues as they relate to political and economic structures. Students develop a fundamental understanding of the diversity and commonality of human experiences within personal lives, families, communities and nations of the world. They understand map symbolism, and gain familiarity with major geographical formations. Additionally, students develop foundation skills for future learning and discovery in social studies courses throughout their educational career.

IV. STANDARDS (knowledge and skills):

These standards are taken from the State's 10th Grade Content Standards.

10.1 Relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.2 Compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.3 Analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

10.4 Analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

10.5 Understand the causes and course of the First World War.

10.6 Analyze the effects of the First World War.

10.7 Analyze the rise of totalitarian governments after World War I.

10.8 Understand the causes and consequences of World War II.

10.9 Analyze the international developments in the post-World War II world.

10.10 Analyze instances of nation building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

10.11 Analyze the integration of countries into the world economy and the information, technology, and communication revolutions (e.g., television, satellites, computers).

I. AREA OF CURRICULUM: History/Social Science

II. COURSE TITLE: United States History

Target Grade Level(s): 11

III. COURSE DESCRIPTION:

This course enables students to demonstrate an understanding of the development of the history, resources and government of the United States of America. Students develop an understanding of the following concepts: citizenship, justice, freedom, authority, morality and independence. Students also develop an understanding of the role and contribution of women and minority groups to the economic, political and social development of the United States. Students gain basic understanding of what it means to participate as informed citizenry in contemporary American society.

IV. STANDARDS (knowledge and skills):

11.1 Analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.3 Analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

11.4 Trace the rise of the United States to its role as a world power in the twentieth century.

11.5 Analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.6 Analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

11.7 Analyze America's participation in World War II.

11.8 Analyze the economic boom and social transformation of post-World War II America.

11.9 Analyze the U.S. foreign policy since World War II.

11.10 Understand the development of federal civil rights and voting rights.

11.11 Analyze the major social problems and domestic policy issues in contemporary American society.

I. AREA OF CURRICULUM: History/Social Science

II. COURSE TITLE: Government

Target Grade Level(s): 12

III. COURSE DESCRIPTION:

This course enables students to understand the working mechanics of the United States political and legal systems. Students understand that responsible citizens keep themselves informed of current issues and exercise their voting responsibilities.

IV. STANDARDS (knowledge and skills):

12.1 Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.2 Evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.3 Evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.4 Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

12.5 Summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

12.6 Evaluate issues regarding campaigns for national, state, and local elective offices.

12.7 Analyze and compare the powers and procedures of the national, state, tribal, and local governments.

12.8 Evaluate and take and defend positions on the influence of the media on American political life.

12.9 Analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

12.10 Formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

I. AREA OF CURRICULUM: History/Social Science

II. COURSE TITLE: Economics

Target Grade Level(s): 12

III. COURSE DESCRIPTION:

This course enables students to understand the basic concepts of money, banking, labor, capital, resources, the laws of supply and demand, market and free enterprise. Students understand the concepts of comparative economic systems ad gain knowledge of consumer economics as it relates to independent living skills.

IV. STANDARDS (knowledge and skills):

PRINCIPLES OF ECONOMICS

12.1 Know and understand common economic terms, concepts and economic reasoning.

12.2 Analyze the elements of America's market economy in a global setting.

12.3 Analyze the influence of the federal government on the American economy.

12.4 Analyze the elements of the U.S. labor market in a global setting.

12.5 Analyze the aggregate economic behavior of the U.S. economy.

12.6 Analyze issues of international trade and explain how the U.S. Economy affects, and is affected by, economic forces beyond the United States' borders.

I. AREA OF CURRICULUM: History/Social Science CCCOE Elective

II. COURSE TITLE: Ethnic Studies

Target Grade Level(s): 10-12

III. COURSE DESCRIPTION:

This Ethnic Studies course invites students to explore the histories, narratives, and lived experiences of Native Americans, African Americans, Latinx, and Asian American/Pacific Islander (AAPI) communities in Contra Costa County. Through an engaging curriculum, students will examine themes of identity, power, privilege, and resilience while investigating systems of oppression and strategies for resistance.

IV. KEY TOPICS (knowledge and skills):

- **Identity:** Exploring the dominant and counter-narratives of the "core four" ethnic groups in Contra Costa County.
- **Power and Privilege:** Analyzing wealth, industry, and education to understand societal inequities.
- **Systems of Oppression:** Investigating historical events like the Port Chicago Incident and the internment of Japanese Americans during WWII.
- **Resilience:** Celebrating the ways Latinx and Native American communities resist oppression and honor their cultural heritage.
- **Action:** Empowering students to identify and address an issue that is personally meaningful.

This course fosters critical thinking, empathy, and a commitment to social justice, encouraging students to become informed and active members of their communities.

Instructional Materials

Edgenuity Platform with supplemental materials from UCB History Social Science Project

MATHEMATICS

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Foundational Mathematics/6-7th grade

Target Grade Level(s): 6-7

III. COURSE DESCRIPTION:

In the Foundational Mathematics course, students will build the bridge from arithmetic's concrete concepts to abstract algebra thinking. At first, learning focuses on ratio and proportional reasoning applied to real-world problems and quantitative relationships. Students will learn about the concepts of negative rational numbers, absolute value, and all four quadrants of the coordinate plane. Students will also develop an understanding of variables and how to apply properties of operations to write and solve simple one-step equations.

In the Foundational Mathematics Course, students will work toward fluency with multi-digit division and multi-digit decimal operations. Students will also work toward fluently solving equations of the form $px + q = r$ and $p(x + q) = r$. More specifically, this Foundational Mathematics course focuses on the following eight critical areas:

- connecting ratio, rate, and percentage to whole number multiplication and division and using concepts of ratio and rate to solve problems
- developing understanding of and applying proportional relationships, including percentages
- completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- writing, interpreting, and using expressions and equations
- developing understanding of operations with rational numbers and working with expressions and linear equations
- solving problems that involve scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- developing understanding of statistical thinking
- drawing inferences about populations based on samples

IV. CONTENT AND PEDAGOGY:

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels. While the same Standards for Mathematical Practice are developed throughout each grade, the way these standards look like students engage with, and master new and more advanced mathematical ideas does change

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Pre-Algebra/8th Grade

Target Grade Level(s): 8

III. COURSE DESCRIPTION:

In this course, students represent, analyze, and solve a variety of problems using linear equations and systems of linear equations. Students understand that the constant of proportionality (m) is the slope, whether they are examining an equation or graphs of lines. They understand that a line's slope (m) is a constant rate of change. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom).

Students learn the concept of a function as a rule that assigns exactly one output to each input. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

In terms of geometry, students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and they can apply it to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

In Pre-Algebra/8th grade, students work toward fluency in solving sets of two simple equations with two unknowns by inspection. In this course instructional time focuses on three critical areas:

- formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, as well as solving linear equations and systems of linear equations
- grasping the concept of a function and using functions to describe quantitative relationships
- analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

IV. CONTENT AND PEDAGOGY:

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics where students learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels. While the Standards for Mathematical Practice are the same throughout each grade, the way these standards look like students engage with and master new and more advanced mathematical ideas does change.

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Algebra 1

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

In this course, students represent, analyze, and solve a variety of problems using linear equations and systems of linear equations. Students understand that the constant of proportionality (m) is the slope, whether they are examining an equation or graphs of lines. They understand that a line's slope (m) is a constant rate of change. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom).

Students learn the concept of a function as a rule that assigns exactly one output to each input. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

In terms of geometry, students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and they can apply it to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

In Algebra 1, students work toward fluency in solving sets of two simple equations with two unknowns by inspection. In this course instructional time focuses on three critical areas:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, as well as solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

The fundamental purpose of the Algebra I course is to formalize and extend the mathematics that students learned in the middle grades. Students use reasoning about structure to define and make sense of rational (e.g., fractional) exponents and explore the algebraic structure of the rational and real number systems. Students' work with numbers and operations throughout elementary and middle school has led them to an understanding of the structure of the number system; in Algebra I, students explore the structure of algebraic expressions and polynomials. They see that certain properties must persist when working with expressions that are meant to represent numbers—which students now write in an abstract form involving variables. When

two expressions with overlapping domains are set as equal, resulting in an equation, there is an implied solution set (be it empty or non-empty), and students not only refine their techniques for solving equations and finding the solution set, but they can clearly explain the algebraic steps they used to do so.

In past grades students have connected proportional equations ($y = kx$, $k \neq 0$) to graphs, tables, and real-world contexts. Also, they have moved toward an understanding of general linear equations ($y = mx + b$, $m \neq 0$) and their graphs. In Algebra I, students extend this knowledge to work with absolute value equations, linear inequalities, and systems of linear equations. After learning a more precise definition of function, students see the solution of a linear equation as solving for two linear functions.

Students continue to build their understanding of functions beyond linear ones by investigating tables, graphs, and equations that build on previous understandings of numbers and expressions. They make connections between different representations of the same function. They also learn to build functions in a modeling context and solve problems related to the resulting functions. Note that in Algebra I the focus is on linear, simple exponential, and quadratic equations.

Finally, students extend their prior experiences with data, using more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, students look at residuals to analyze the goodness of fit.

For the Algebra I course, instructional time focuses on four critical areas:

- *deepen and extend understanding of linear and exponential relationships*
- *contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions*
- *extend the laws of exponents to square and cube roots*
- *apply linear models to data that exhibit a linear trend.*

IV. CONTENT AND PEDAGOGY:

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to "do math" through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels. While the Standards for Mathematical Practice are developed throughout each grade and, together with the content standards, the way these standards look as students engage with, and master new and more advanced mathematical ideas does change.

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Algebra II

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra II course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Based on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena. They explore the effects of transformations on graphs of diverse functions, including functions arising in applications, to abstract the general principle that transformations on a graph always have the same effect regardless of the type of underlying function. They identify appropriate types of functions to model a situation, adjust parameters to improve the model, and compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. Students see how the visual displays and summary statistics learned in earlier grade levels relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role of randomness and careful design in the conclusions that can be drawn.

For the Algebra II course, instructional time focuses on four critical areas:

- *relate arithmetic of rational expressions to arithmetic of rational numbers*
- *expand understandings of functions and graphing to include trigonometric functions*
- *synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions*
- *relate data display and summary statistics to probability and explore a variety of data collection methods*

IV. CONTENT AND PEDAGOGY:

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels. While the same Standards for Mathematical Practice are developed throughout each grade, the way these standards look as students engage with, and master new and more advanced mathematical ideas does change.

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Geometry

Target Grade Level(s): 9-12

III. COURSE DESCRPTION:

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the conceptual categories of Geometry and Statistics and Probability.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). In the higher mathematics courses, students begin to formalize their geometry experiences from elementary and middle school, using definitions that are more precise and developing careful proofs. The standards for grades seven and eight call for students to see two-dimensional shapes as part of a generic plane (i.e., the Euclidean plane) and to explore transformations of this plane to determine if two shapes are congruent or similar. These concepts are formalized in the Geometry course, and students use transformations to prove geometric theorems. The definition of congruence in terms of rigid motions provides a broad understanding of this means of proof, and students explore the consequences of this definition in terms of congruence criteria and proofs of geometric theorems. Students investigate triangles and decide when they are similar—and with this newfound knowledge and their prior understanding of proportional relationships, they define trigonometric ratios and solve problems by using right triangles. They investigate circles and prove theorems about them. Connecting to their prior experience with the coordinate plane, they prove geometric theorems by using coordinates and describe shapes with equations. Students extend their knowledge of area and volume formulas to those for circles, cylinders, and other rounded shapes. Finally, continuing the development of statistics and probability, students investigate probability concepts in precise terms, including the independence of events and conditional probability.

For the Geometry course, instructional time focuses on six critical areas:

- establish criteria for congruence of triangles based on rigid motions
- establish criteria for similarity of triangles based on dilations and proportional reasoning
- informally develop explanations of circumference, area, and volume formulas
- apply the Pythagorean Theorem to the coordinate plane
- prove basic geometric theorems

IV. CONTENT AND PEDAGOGY:

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to "do math" through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels. While the same Standards for Mathematical Practice are developed throughout each grade, the way these standards look as students engage with, and master new and more advanced mathematical ideas does change.

PHYSICAL EDUCATION AND HEALTH

I. AREA OF CURRICULUM: Physical Education

II. COURSE TITLE: Physical Education

Target Grade(s): 9-12

III. COURSE DESCRIPTION:

This course enables students to develop movement, personal, health and social skills, which encourage appropriate physical activities for maintaining a healthy lifestyle. Students increase their knowledge and skill level in areas that include health and fitness, rhythm, movement, games and sports.

IV. STANDARDS (knowledge and skills):

Taken from the CDE Challenge Standards for High School. See Challenge Standards on the CDE website for further benchmarks. Standards 3 and 4 were slightly modified to be more appropriate for an institutional setting.

1. Will be competent in many movement activities.
2. Understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.
3. Understand how to achieve and maintain a health-enhancing level of physical fitness.
4. Exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
5. Demonstrate responsible personal behavior while participating in movement activities.
6. Demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

I. AREA OF CURRICULUM: Elective or District Requirement

II. COURSE TITLE: Health

Target Grade(s): 9-12

III. COURSE DESCRIPTION:

This course emphasizes understanding the human body and how our health reflects how we live. Instruction will cover each of the areas included in the Health Instruction Framework of California Public Schools, namely: personal health, family health, child development, parenting skills, nutrition, mental-emotional health, use and misuse of substances (drugs, alcohol, tobacco), AIDS, and diseases and disorders. This course is designed to give students the information necessary to make healthy life choices.

IV. STANDARDS (knowledge and skills):

Taken from the CDE Challenge Standards for High School. See Challenge Standards on the CDE website for further benchmarks.

1. Understand and demonstrate ways in which his or her health and well-being can be
2. enhanced and maintained.
3. Understand and demonstrate behaviors that prevent disease and speed recovery from
4. Illness.
5. Understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his/her health.
6. Understand and demonstrate how to play a positive, active role in promoting the health of his or her family.
7. Understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.
8. Understand the variety of physical, mental, emotional and social changes that occur throughout life.
9. Understand individual differences in growth and development.
10. Understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others.

SCIENCE

I. AREA OF CURRICULUM: Life Science

II. COURSE TITLE: Living Earth: Integrating Biology and Earth Science

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

Based on the California NGSS for Biology and Earth Science, the Living Earth focuses on the interactions between the biosphere and the rest of Earth's systems. The standards covered by the Living Earth influence students every day: from the food that they eat to the air that they breathe. This course, centers around questions about observations of specific phenomenon which guide students in the three dimensions of the Next Generation Science Standards, is divided into the following six instructional segments:

- Ecosystems: Interactions and Energy: Students use mathematical and computer models to determine the factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms.
- History of Earth's Atmosphere: Photosynthesis and Respiration: Students make a model that links photosynthesis and respiration in organisms to cycles of energy and matter in the Earth system. They gather evidence about the linked history of Earth's biosphere and atmosphere.
- Evidence of Evolution: Students develop a model about how rock layers record evidence of evolution as fossils. Building on their learning from previous grades, they focus on effectively communicating this evidence and relate it to principles of natural selection
- Inheritance of Traits: Students develop explanations about the specific mechanisms that enable parents to pass traits on to their offspring. They make claims about which processes give rise to variation in deoxyribonucleic acid (DNA) codes and calculate the probability that offspring will inherit traits from their parents.
- Structure, Function, and Growth (from cells to organisms): Students use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce, and create complex multicellular organisms. They investigate how these organisms maintain stability.
- Ecosystem Stability & the Response to Climate Change: Students use computer models to investigate how Earth's systems respond to changes, including climate change. They make specific forecasts and design solutions to mitigate the impacts of these changes on the biosphere.

IV. CONTENT AND PEDAGOGY: Living Earth: Integrating Biology and Earth Science

Students are expected to explain patterns that they identify and ask questions about their observations. They use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their understanding of core ideas in biological science and Earth and space sciences.

I. AREA OF CURRICULUM: Physical Science

II. COURSE TITLE: Physics in the Universe: Integrating Physics and Earth Science

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

In Physics in the Universe, Physics explains various Earth Science phenomena from the formation of geological features (i.e., the Grand Canyon) to earthquake waves. Physics is considered a gateway course to further studies in the Science, Technology, Engineering, and Mathematics (STEM) fields. This course is divided into instructional segments (IS) centered on questions about observations of specific phenomenon, guiding students in the three dimensions of the Next Generation Science Standards. The standards covered in the Physics of the Universe influence students every day: from the forces that move us to the energy we use. The following are the six instructional segments for this course.

- *Forces and Motion:* Students make predictions using Newton's Laws. Students mathematically describe how changes in motion relate to forces. They investigate collisions in Earth's crust and in an engineering challenge.
- *Forces at a Distance:* Students investigate gravitational and electromagnetic forces and describe them mathematically. They predict the motion of orbiting objects in the solar system. They link the macroscopic properties of materials to microscopic electromagnetic attractions.
- *Energy Conversion:* Students track energy transfer and conversion through different stages of power plants. They evaluate different power plant technologies. They investigate electromagnetism to create models of how generators work and obtain and communicate information about how solar photovoltaic systems operate. They design and test their own energy conversion devices.
- *Nuclear Processes:* Students develop a model of the internal structure of atoms and then extend it to include the processes of fission, fusion, and radioactive decay. They apply this model to understanding nuclear power and radiometric dating. They use evidence from rock ages to reconstruct the history of the Earth and processes that shape its surface.
- *Waves and Electromagnetic Radiation:* Students make mathematical models of waves and apply them to seismic waves traveling through the Earth. They obtain and communicate information about other interactions between waves and matter with a particular focus on electromagnetic waves. They obtain, evaluate, and communicate information about health hazards associated with electromagnetic waves. They use models of wave behavior to explain information transfer using waves and the wave-particle duality.
- *Stars and the Origin of the Universe:* Students apply their model of nuclear fusion to trace the flow of energy from the Sun's core to Earth. They use evidence from the spectra of stars and galaxies to determine the composition of stars and construct an explanation of the origin of the Universe.

IV. CONTENT AND PEDAGOGY:

Students are expected to explain patterns that they identified and asked questions about their observations. They use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their understanding of core ideas in Physics and Earth and Space Sciences.

I. AREA OF CURRICULUM: Physical Science

II. COURSE TITLE: Chemistry in the Earth System: Integrating Chemistry and Earth Science

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

Chemistry of the Earth System focuses on explaining how chemical processes help drive the Earth system. Everything in the universe consists of matter. Chemists study matter and its interactions. The standards covered in the Chemistry of the Earth System influence students every day: from understanding how we gain energy from food to the chemistry of climate. Below are this course's six instructional segments (IS):

Combustion: In this brief introductory unit, students investigate the amount of stored chemical potential energy in food. They make observations of material properties at the bulk scale that they will later explain in the atomic scale. The themes of combustion and CO2 tie together several of the Instructional Segments.

Heat and Energy in the Earth System: Students develop models of energy conservation within systems and the mechanisms of heat flow. They relate macroscopic heat transport to atomic scale interactions of particles, which they will apply in later units to construct models of interactions between atoms. They use evidence from Earth's surface to infer the heat transport processes at work in the planet's interior.

Atoms, Elements, and Molecules: Students recognize patterns in the properties and behavior of elements, as illustrated on the periodic table. They use these patterns to develop a model of the interior structure of atoms and to predict how different atoms will interact based on their electron configurations. They use chemical equations to represent these interactions and begin to make simple stoichiometric calculations.

Chemical Reactions: Students refine their models of chemical bonds and chemical reactions. They compare the strength of different types of bonds and attractions and develop models of how energy is stored and released in chemical reactions.

Chemistry of Climate Change: Students develop models of energy flow in Earth's climate, and revisit combustion reactions from IS1 to focus on emissions from fossil fuel energy sources. They use models of molecular structures to explain how different molecules trap heat in the atmosphere. They evaluate different chemical engineering solutions to reduce the impacts of climate change.

Dynamics of Chemical Reactions & Ocean Acidification: Students investigate the effects of fossil fuel combustion on ocean chemistry. They develop models of equilibrium in chemical reactions and design systems that can shift the equilibrium. Students conduct original research on the interaction between ocean water and shell-building organisms.

IV. CONTENT/PEDAGOGY:

Students explain patterns that they identify and ask questions about their observations. They use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their understanding of core ideas in physics and Earth and space sciences.

VISUAL AND PERFORMING ARTS

I. AREA OF CURRICULUM: Visual and Performing Arts

II. COURSE TITLE: Fine Arts

III. COURSE DESCRIPTION:

This course enables students to develop appreciation and skills for creative expression. Students develop an understanding of various artistic forms and styles. Students demonstrate follow-through on projects, including group work, individual task achievement and various job-related skills.

IV. VISUAL ARTS CONTENT STANDARDS

1.0 Artistic Perception

Processing, analyzing, and responding to sensory information through the language and skills unique to the Visual Arts

Perceive and respond to works of art, objects in nature, events, and the environment. Also use the vocabulary of the visual arts to express their observations.

2.0 Creative Expression

Creating, performing, and participating in the Visual Arts

Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 Historical and Cultural Context

*Understanding the historical contributions and cultural dimensions of the Visual Arts A*nalyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists

4.0 Aesthetic Valuing

Responding to, analyzing, and making judgments about works in the Visual Arts Analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

3.0 Connections, Relationships, Applications

Connecting and applying what is learned in the Visual Arts to other art forms and subject areas and to careers

Apply what one has learned in the visual arts across subject areas. Develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills. Also learn about careers in and related to the visual arts.

DANCE CONTENT STANDARDS

1.0 Artistic Perception

Processing, analyzing and responding to sensory information through the language and skills unique to dance

Perceive and respond, using the elements of dance. Demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

2.0 Creative Expression

Creating, performing, and participating in dance

Apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

3.0 Historical and Cultural Context

Understanding the historical contributions and cultural dimensions of dance

Analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

4.0 Aesthetic Valuing

Responding to, analyzing, and making judgments about works of dance

Critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

5.0 Connections, Relationships, Applications

Connecting and applying what is learned in dance to learning in other art forms and subject areas and to careers

Apply what one learns in dance to learning across subject areas. Develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Also learn about careers in and related to dance.

THEATER CONTENT STANDARDS

1.0 **Artistic Perception**

Processing, analyzing and responding to sensory information through the language and skills unique to theatre

Observe their environment and respond, using the elements of theatre. Also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

2.0 Creative Expression

Creating, Performing, and Participating in Theatre

Apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film, videos, and electronic media productions and to perform in them.

3.0 Historical and Cultural Context

Understanding the historical contributions and cultural dimensions of theatre

Analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

4.0 Aesthetic Valuing

Responding to, analyzing, and critiquing theatrical experiences

Critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists based on aesthetic qualities.

5.0 Connections, Relationships, Applications

Connecting and applying what is learned in theatre, film/video and electronic media to other art forms and subject areas and to careers

Apply what one learns in theatre, film/video, and electronic media across subject areas. Develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. Also learn about careers in and related to theatre.

MUSIC CONTENT STANDARDS

1.0 Artistic Perceptions

Processing, analyzing, and responding to sensory information through the language and skills unique to music

Read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 Creative Expressions

Creating, performing, and participating in music

Apply vocal and instrumental musical skills in performing a varied repertoire of music. Compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 Historical and Cultural Context

Understanding the historical contributions and cultural dimensions of music

Analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 Aesthetic Valuing

Responding to, analyzing, and making judgments about works of music

Critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 Connections, Relationships, Applications

Connecting and applying what is learned in music to learning in other art forms and subject areas, and to careers.

Apply what they learn in music across subject areas. Develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Also learn about careers in and related to music.

ELECTIVES

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Driver Education

Target Grade(s): 10-12

III. COURSE DESCRIPTION:

This course enables students to develop the proper knowledge, skills and attitudes necessary to function as a safe and effective vehicle operator, passenger and cyclist. Students learn defensive techniques, road courtesies and the application and understanding of current laws. Students also receive instruction in purchasing and maintaining a vehicle, insurance and other legal requirements. First Aid is a separate classroom component of the Driver Education course designed to teach immediate care in emergency situations. The course meets minimum state requirements for hours of instruction.

IV. STANDARDS (knowledge and skills):

1. Knows and understands what physical conditions place limitations and/or prevent one from driving safely.
2. Knows and understands what condition a car must be in to be safely driven. Understands the effects drugs and alcohol have on driving ability.
3. Understands and puts into practice the correct courteous driving personality.
4. Understands the basic information necessary to make the operation of a car safe and efficient, as nature's laws are always present.
5. Knows requirements for driving, including qualifications necessary to get a driver's license and the legal responsibilities of driving.
6. Demonstrates an understanding of the types of insurance coverage available and the kinds of protection provided by each.
7. Demonstrates an understanding of the symbols and signs one will encounter on highways, including those using metric measurement.
8. Knows the legal responsibility and limitations of first aid.
9. Practices necessary skills to treat a variety of emergencies.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Life Skills/ Career Education

Target Grades: 6-12

III. COURSE DESCRIPTION:

This course enables students to develop skills necessary for independent living, academic achievement and success in the world of work. Students develop pro-social attitudes toward behavior inside and outside of the classroom and understand the social dynamics of the modern world. Students also gain knowledge in content areas that include community and government, money and consumer matters, personal health, career education, and household and family management.

IV. STANDARDS (knowledge and skills):

Taken from the CDE Challenge Standards for Home Economic Careers and Technology/Transferable and Employability Skills Content Area Standards/pgs. 49-51. Also below are standards taken from the CDE Challenge Standards for Consumer Education Financial Management Standard 4/ pgs. 25-26

2 Personal, Interpersonal, and Communication Skills

Students will understand how the development of personal, group dynamics, and interpersonal skills affects work, personal, and family life. They will demonstrate content proficiency by:

2.3 Explaining ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles; i.e., gender and cultural groups.

3 Thinking and Problem- Solving Skills

Students will understand critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

3.1 Identifying issues and problems in work, personal, and family life.

3.2 Applying creative thinking skills to identify new ways to perform tasks or solve problems

3.3 Considering multiple options for solving problems and applying appropriate problem-solving strategies.

4 Employability and Professionalism

Students will understand the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment, including professionalism, image, and standards. They will demonstrate proficiency by:

4.4 Defining professionalism, including honesty, integrity, responsibility, and confidentiality.

4.5 Evaluating dress, grooming, and personal hygiene appropriate for various job situations.

4.6 Analyzing skills needed to work effectively and efficiently with supervisors.

4.7 Describing and practicing behaviors and attitudes which contribute to success in job retention and promotion.

Work Experience Skills

1. Understands the kinds of careers that are available, the skills they require, and the interests of employees who work in those careers.

2. Develops an individual career plan.

3. Knows strategies for pursuing a job or career.

4. Knows a variety of job placement sources.

5. Knows occupational skills are developed through work-based learning experiences.

6. Uses information gained from a variety of resources to learn about career opportunities.

Consumer Education Content Area Challenge Standards: Financial Management

4.1 Define financial management terms.

4.2 Develop a budget for an individual or family based on estimated income, needs, wants, goals, and lifestyle.

4.3 Compare guidelines that individuals and families can use in applying for and using credit.

4.4 Interpret a wage statement and applying the information to develop a budget for an individual or a family.

4.5 Examine changing patterns of resources, spending, and savings during the family life cycle.

4.6 Evaluate different types of systems for keeping individual and family records.

4.7 Evaluate information about available financial services.

4.8 Relate the effective use of loans to the ability to achieve personal and career goals.

4.9 Compare advantages and disadvantages of various methods of computing interest.

4.10 Compute the dollar cost of credit and comparing various sources of credit.

4.11 Determine a plan to achieve specific individual and family financial goals, using financial services as appropriate.

4.12 Examine investment plans to meet individual and family goals at various stages of the life cycle.

4.13 Identify and evaluate individual and family insurance needs throughout the different stages of the life cycle.

4.14 Complete an income tax return form.

4.15 Analyze the impact of technology on financial management.

5 Consumer Rights and Responsibilities

Students will understand consumer resources, rights, and responsibilities.

They will demonstrate content proficiency by:

5.1 Analyzing acceptable and ethical consumer practices and behaviors.

5.2 Identifying consumer protection laws, agencies, services, and procedures for solving consumer problems.

5.3 Explaining consumer rights and responsibilities.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Study Skills

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

This course enables students to develop the skills necessary for a successful transition to a comprehensive high school in their districts of residence, or to a post-secondary education program. Students understand the critical importance of attendance, pro-social behavior, listening skills, reading and writing skills, note-taking, task completion, group participation and individual self-motivation. Students develop patterns that foster lifelong capabilities and assist them in attaining their educational goals.

IV. STANDARDS (knowledge and skills):

1. Uses information that is relevant, appropriate, complete, accurate and valid to complete tasks. Evaluates information for accuracy, validity and completeness.
2. The student organizes information in a variety of ways for easy retrieval and clear Presentation.
3. The student communicates for a variety of purposes. Presents in a variety of modes and adapts presentation techniques to audience and purpose.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Teacher Assistant

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

This course enables students to develop skills related to the field of education and the world of work by assisting the classroom teacher in the performance of assigned duties. Students assume responsibilities, which include correcting papers, keyboarding, and the duplication and production of curriculum material. Teacher Assistants are engaged in the learning and teaching process by providing tutorial assistance to class members.

IV. STANDARDS (knowledge and skills):

Works with diverse individuals in a variety of situations and knows behaviors that show respect for others.

The student uses appropriate interpersonal skills and acknowledges the strengths of others.

The student uses listening strategies and listens attentively to others, responding appropriately. Also gives and follows multi-step directions and asks questions for elaboration and clarification.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Computer Literacy

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION

This course enables students to develop skills in keyboarding, loading and running programs and operating peripherals. In addition, students learn to use appropriate software to reinforce learning in other curriculum areas. Students develop critical thinking and problem-solving skills in order to accomplish assigned keyboarding tasks and computer usage applications.

IV. STANDARDS (knowledge and skills):

1 Effectively utilizes common workplace technology and systems.

1.1 Identifies common tools, equipment, machines and materials required to perform one's job.

1.2 Demonstrates simple keyboarding skills.

1.3 Demonstrates basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts.

1.4 Demonstrates ability to select, set-up and use tools and machines to accomplish a task while operating within a technological system.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Woodshop I

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

This course enables students to develop skills in woodworking, wood finishing, project planning and management. Students learn to use basic woodworking tools and machinery. As part of the Business/Trades Academy at Delta Vista, this course provides students with a supportive learning environment in which Life Skills (CASAS) and Workplace (SCANS) competencies can be prompted, practiced, learned and reinforced.

IV. CASAS (Comprehensive Adult Student Assessment System) COMPETENCIES:

1.1 The student understands and uses weights, measures, measurement scales and money.

3.4 The student understands basic health and safety procedures.

4.1 The student understands basic principles of getting a job.

4.3 The student understands work-related safety standards and procedures.

4.5 The student effectively utilizes common workplace technology and systems.

4.6 The student communicates effectively in the workplace.

4.8 The student demonstrates effectiveness in working with other people.

6.6 The student demonstrates measurement skills.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Manufacturing Technology, Woodshop II

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

This course enables students to develop intermediate and advanced woodworking and production skills. Additionally, students develop the ability to use tools and machinery related to woodworking with confidence and proficiency. Students in this course are exposed to life skills and workplace competencies reinforced through a variety of teaching devices and mechanisms, including CASAS, SCANS and service-learning opportunities.

IV. CASAS (Comprehensive Adult Student Assessment System) COMPETENCIES:

1.1 The student uses weights, measures, measurement scales and money.

3.4 The student understands basic health and safety procedures.

4.1 The student understands basic principles of getting a job.

4.3 The student understands work-related safety standards and procedures.

4.5 The student effectively utilizes common workplace technology and systems.

4.6 The student communicates effectively in the workplace.

4.8 The student demonstrates effectiveness in working with other people.

6.6 The student demonstrates measurement skills.

I. AREA OF CURRICULUM: Elective

II. COURSE TITLE: Work Experience

Target Grade Level(s): 9-12

III. COURSE DESCRIPTION:

This course enables students to gain knowledge regarding the world of work and establish goals and plans for future life choices related to jobs and careers. Students receiving work experience credit can, in accordance with guidelines established by the State of California and the Contra Costa County Board of Education, receive credit for working in approved jobs on and off-campus sites. Students will earn 1 credit for every 24 hours worked. Students enrolled in Career Education, course 44912, develop insight into job skills, which include the application process, interviewing, resume writing, deportment and personal presentation, group dynamics and leadership.

IV. STANDARDS (knowledge and skills):

These standards are taken from the Board Adopted Work Experience Curriculum for CCCOE.

Students will demonstrate the following competencies in a classroom setting:

1. Understand why people work. The student will develop an increased awareness and understanding of the American work ethic and will state some of the reasons people work.
2. Develop career interests, aptitudes, and skills. The student will assess personal interests, aptitudes, and skills and will begin to develop a realistic career path.
3. Recognize job selection skills. The student will identify common factors that should be considered when selecting a job.
4. Locate employers. The student will identify the common methods of locating potential employers.
5. Complete a job application. The student will discuss the importance of a properly written application and complete various application forms.
6. Write a letter of application. The student will discuss the importance of a properly written letter and will write a letter requesting an application.
7. Complete a job interview (or mock interview). The student will state how to prepare for an interview and will participate in a job interview.
8. Understand the work permit process. The students will discuss the historical need for work permits, know the process for obtaining them and will practice completing a work permit application.
9. Understand necessary workplace skills. The student will discuss the personal characteristics and competencies employers desire in an employee.
10. Understand the income tax system. The student will know and understand basic tax laws and filing procedures.
11. Understand the need for Social Security deductions. The student will state the need for FICA and demonstrate how to obtain a Social Security Card.
12. Understand fringe benefits. The student will discuss the importance of common fringe benefits.

13. Understand the function of labor unions. The student will discuss the history of unions and the process of collective bargaining, strikes, and political action.
14. Understanding the reasons people may fail to obtain and/or retain work. The student will state how a discrepancy between employer expectations and employee qualifications may lead toward failing to obtain and /or retain work.

Alternative Pathway Diploma Four Year Course of Study

9th/Sem1/Course Name	Units	A-G	9th/Sem2/Course Name	A-G
Foundational English 1	**5**	N0	**Foundational English 1**	N0
Foundational General Math	**5**	N0	**Foundational General Math**	N0
PE/APE	**5**	N0	**PE/APE**	N0
VPA/World Language	**5**	N0	**VPA/World Language**	N0
Foundational Biology A	**5**	N0	**Foundational Biology B**	N0
Elective	*5*	N0	*Elective*	N0

10th/Sem1/Course Name	Units	A-G	10th/Sem2/Course Name	A-G
Foundational English 2	**5**	N0	**Foundational English 2**	N0
Foundational Algebra	**5**	N0	**Foundational Algebra**	N0
Foundational World History	**5**	N0	**Foundational World History**	N0
PE/APE	**5**	N0	**PE/APE**	N0
Foundational Physical Science	**5**	N0	**Foundational Physical Science**	N0
Elective	5	N0	**Elective**	N0
11th/Sem1/Course Name	**Units**	**A-G**	**11th/Sem2/Course Name**	**A-G**
Foundational English 3	**5**	N0	**Foundational English 3**	N0
Foundational US History A	**5**	N0	**Foundational US History B**	N0
Foundational Geometry and Measurement	*5*	N0	**Foundational Geometry and Measurement**	N0
Foundational Earth and Space Science	*5*	N0	**Foundational Earth and Space Science**	N0
Elective	*5*	N0	**Elective**	N0
Elective	*5*	N0	**Elective**	N0

12th/Sem1/Course Name	Units	A-G	12th/Sem2/Course Name	A-G
Foundational Government	**5**	N0	**Foundational Economics**	N0
Foundational English 4	**5**	N0	**Foundational English 4**	N0
Elective	5	N0	*Elective*	N0
Elective	*5*	N0	*Elective*	N0
Elective	*5*	N0	*Elective*	N0
Elective	*5*	N0	*Elective*	N0

Alternative Pathways Course Descriptions - English

I. AREA OF CURRICULUM: English Language Arts (ELA)

II. COURSE TITLE: Foundational English 9

Target Grade Level: 9

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course focuses on the study of reading and language. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, literature including nonfiction, fiction, and informational texts, and academic vocabulary.

IV. CONTENT AND PEDAGOGY:

This course will ready students for college, careers, and civic life demonstrating the following capabilities as literate individuals. Students will demonstrate independence, strong content knowledge, meaning making, language development, and foundational language skills.

PERFORMANCE OBJECTIVES

1. **Literature 11-12.RL.1:** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text and plot.
2. **Literature 11-12.RL5:** Analyze an author's choices concerning how to structure specific parts of a text contribute to its overall structure.
3. **Language 11-12.RI.7:** Integrate and evaluate multiple sources information
4. **Language 11-12.L.4:** Use strong textual evidence to answer explicit question about the main ideas and details (character, plot, main argument…) of a story, play or poem
5. **Language 11-12.RI.6:** Explain why authors made specific word choices within texts.
6. **Informational 11-12.R1 (1112.RI.b1):** Use two or more pieces of evidence to support inferences
7. **Informational 1112. RI.b5:** Determine one key detail to support the development of the central idea of a text.
8. **Informational 11-12.RI.6:** Identify purpose and point of view.

CONTENT OUTLINE and TIME ESTIMATES

1. Universal Design for Learning (UDL) is a model of content delivery that recognizes the individuality of all learners and helps teachers adapt the curriculum to maximize individual success.

2. Alternative education pathways provide adequate instructional materials and resources for all students to have full and meaningful opportunities to attain the standards set at the state and local levels. Instructional materials and supplies are developmentally appropriate for all students and are accessible to English learners and students with disabilities, which may include a thorough range of assistive technology devices and services.
3. Students enrolled in alternative education pathways must, like all other public-school students, have access to the library, and computer technology. Resources are sufficient to support adequate teacher-student ratios and include positive behavioral specialists and other necessary support services personnel.
4. Contextual learning takes place when teachers can present material in a way that students can construct meaning based on their own life experiences. Contextual learning engages students in academic work applied to a context related to their lives, communities, or workplaces. Contextual learning can be a driver of college and career readiness for all students.
5. One of the most valuable teaching skills is the ability to capture students' interests and passions and help convert them into activities. There are a variety of models and terms to describe contextual learning including project-based learning, service-learning, and work-based learning. Each one provides students with experiential learning opportunities that connect academic learning, problem resolution, and workplace readiness. Skill attainment such as oral and written communication, accepting directions and criticism with a positive attitude, motivation and taking initiative, understanding roles and responsibilities, and respect in the workplace, in the classroom, or on a team project is key to students being college and career ready.
6. Alternative education pathways offer contextual learning experiences that engage students in ways that will improve attendance, get students back on track, provide credit toward graduation, and prepare students for post-secondary success.

INSTRUCTIONAL MATERIALS

Unique

I. AREA OF CURRICULUM: English Language Arts (ELA)

II. COURSE TITLE: Foundational English 10

Target Grade Level: 10

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

This course focuses on the study of reading and language. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, literature including nonfiction, fiction, and informational texts, and academic vocabulary.

MAJOR GOALS

Ready students for college, careers, and civic life demonstrating the following capabilities as literate individuals. Students will demonstrate the ability to:

PERFORMANCE OBJECTIVES

1. Literature **11-12.RL.1**: Use two or more pieces of evidence to support inferences, conclusions, or summaries of text, plot, and purpose.
2. Literature **11-12.RL5**: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall meaning.
3. Language **11-12. L.4**: Use strong textual evidence to answer explicit question about the main ideas and details (character, plot, main argument…) of a nonfiction story, article or infographic
4. Language: **11-12.RI.6 Identify** figurative language (similes, metaphors, idioms, analogies,..) in assigned text.
5. Informational **11-12. R1 (1112.RI. b1)**: Use two or more pieces of evidence to support inferences and conclusions
6. Informational **11-12.RI.6**l: Determine the author's purpose in a text.

CONTENT OUTLINE and TIME ESTIMATES

1. Universal Design for Learning (UDL) is a model of content delivery that recognizes the individuality of all learners and helps teachers adapt the curriculum to maximize individual success.
2. Alternative education pathways provide adequate instructional materials and resources for all students to have full and meaningful opportunities to attain the standards set at the state and local levels. Instructional materials and supplies are developmentally appropriate for all students and are

accessible to English learners and students with disabilities, which may include a thorough range of assistive technology devices and services.

3. Students enrolled in alternative education pathways must, like all other public-school students, have access to the library, and computer technology. Resources are sufficient to support adequate teacher-student ratios and include positive behavioral specialists and other necessary support services personnel.
4. Contextual learning takes place when teachers can present material in a way that students can construct meaning based on their own life experiences. Contextual learning engages students in academic work applied to a context related to their lives, communities, or workplaces. Contextual learning can be a driver of college and career readiness for all students.
5. One of the most valuable teaching skills is the ability to capture students' interests and passions and help convert them into activities. There are a variety of models and terms to describe contextual learning including project-based learning, service-learning, and work-based learning. Each one provides students with experiential learning opportunities that connect academic learning, problem resolution, and workplace readiness. Skill attainment such as oral and written communication, accepting directions and criticism with a positive attitude, motivation and taking initiative, understanding roles and responsibilities, and respect in the workplace, in the classroom, or on a team project is key to students being college and career ready.
6. Alternative education pathways offer contextual learning experiences that engage students in ways that will improve attendance, get students back on track, provide credit toward graduation, and prepare students for post-secondary success.

INSTRUCTIONAL MATERIALS

Unique Curriculum

I. AREA OF CURRICULUM: English Language Arts (ELA)

II. COURSE TITLE: Foundational English 11

Target Grade Level: 11

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

This course focuses on the study of reading and language. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, literature including nonfiction, fiction, and informational texts, and academic vocabulary.

MAJOR GOALS

Ready students for college, careers, and civic life demonstrating the following capabilities as literate individuals.

PERFORMANCE OBJECTIVES

1. **Literature 11-12.RL.1:** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text, plot, purpose, and/or theme. Use two or more pieces of evidence to support inferences, conclusions, or summaries of text, plot, purpose, and theme.
2. **Literature 11-12.RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and/or meaning. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
3. **Language 11-12.RI.7:** Integrate and evaluate multiple sources of information presented in different media or formats to address a specific question. Integrate and evaluate multiple sources of information presented in different media or formats to address a specific question and / or solve a specific problem.
4. **Language 11-12. L.4:** Use strong textual evidence to answer inferential questions about the main ideas and details of an assigned text. Objectively summarize a story. play, poem or article including events, details, characters, and main theme.
5. **Language 11-12.RI.6:** Identify figurative language and determine its meaning within the story, poem or article. Identify and compare what is stated directly and what is implied.
6. **Informational 11-12. R1 (1112.RI. b1):** Use two or more pieces of evidence to support inferences, conclusions and summaries of text.

7. **Informational 1112. RI. b5:** Determine how key details support the central idea of a text
8. **Informational 11-12.RI.6:** Determine the author's point of view or purpose in a text.

CONTENT OUTLINE and TIME ESTIMATES

1. Universal Design for Learning (UDL) is a model of content delivery that recognizes the individuality of all learners and helps teachers adapt the curriculum to maximize individual success.
2. Alternative education pathways provide adequate instructional materials and resources for all students to have full and meaningful opportunities to attain the standards set at the state and local levels. Instructional materials and supplies are developmentally appropriate for all students and are accessible to English learners and students with disabilities, which may include a thorough range of assistive technology devices and services.
3. Students enrolled in alternative education pathways must, like all other public-school students, have access to the library, and computer technology. Resources are sufficient to support adequate teacher-student ratios and include positive behavioral specialists and other necessary support services personnel.
4. Contextual learning takes place when teachers can present material in a way that students can construct meaning based on their own life experiences. Contextual learning engages students in academic work applied to a context related to their lives, communities, or workplaces. Contextual learning can be a driver of college and career readiness for all students.
5. One of the most valuable teaching skills is the ability to capture students' interests and passions and help convert them into activities. There are a variety of models and terms to describe contextual learning including project-based learning, service-learning, and work-based learning. Each one provides students with experiential learning opportunities that connect academic learning, problem resolution, and workplace readiness. Skill attainment such as oral and written communication, accepting directions and criticism with a positive attitude, motivation and taking initiative, understanding roles and responsibilities, and respect in the workplace, in the classroom, or on a team project is key to students being college and career ready.
6. Alternative education pathways offer contextual learning experiences that engage students in ways that will improve attendance, get students back on track, provide credit toward graduation, and prepare students for post-secondary success.

INSTRUCTIONAL MATERIALS

Unique curriculum

I. AREA OF CURRICULUM: English Language Arts (ELA)

II. COURSE TITLE: Foundational English 12

Target Grade Level: 12

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

This course focuses on the study of reading and language. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, nonfiction including informational texts, and workplace vocabulary.

MAJOR GOALS

Ready students for college, careers, and civic life demonstrating the following capabilities as literate individuals.

PERFORMANCE OBJECTIVES

1. **Literature 11-12.RL.1:** Use two or more pieces of evidence to support inferences, conclusions, or summaries of text, plot, purpose, and/or theme. Use two or more pieces of evidence to support inferences, conclusions, or summaries of text, plot, purpose, and theme.
2. **Literature 11-12.RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and/or meaning. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
3. **Language 11-12.RI.7:** Integrate and evaluate multiple sources of information presented in different media or formats to address a specific question. Integrate and evaluate multiple sources of information presented in different media or formats to address a specific question and / or solve a specific problem.
4. **Language 11-12. L.4:** Use strong textual evidence to answer inferential questions about the main ideas and details of an assigned text. Objectively summarize an article, pamphlet, or set of instructions.
5. **Language 11-12.RI.6:** Identify technical writing language and determine its meaning within nonfiction pieces. Identify what is stated directly.
6. **Informational 11-12. R1 (1112.RI. b1):** Use two or more pieces of evidence to support inferences, conclusions and summaries of text.
7. **Informational 1112. RI. b5:** Determine how key details support the central idea of a text

8. **Informational 11-12.RI.6:** Determine the author's point of view or purpose in a text.

CONTENT OUTLINE and TIME ESTIMATES

1. Universal Design for Learning (UDL) is a model of content delivery that recognizes the individuality of all learners and helps teachers adapt the curriculum to maximize individual success.
2. Alternative education pathways provide adequate instructional materials and resources for all students to have full and meaningful opportunities to attain the standards set at the state and local levels. Instructional materials and supplies are developmentally appropriate for all students and are accessible to English learners and students with disabilities, which may include a thorough range of assistive technology devices and services.
3. Students enrolled in alternative education pathways must, like all other public-school students, have access to the library, and computer technology. Resources are sufficient to support adequate teacher-student ratios and include positive behavioral specialists and other necessary support services personnel.
4. Contextual learning takes place when teachers can present material in a way that students can construct meaning based on their own life experiences. Contextual learning engages students in academic work applied to a context related to their lives, communities, or workplaces. Contextual learning can be a driver of college and career readiness for all students.
5. One of the most valuable teaching skills is the ability to capture students' interests and passions and help convert them into activities. There are a variety of models and terms to describe contextual learning including project-based learning, service-learning, and work-based learning. Each one provides students with experiential learning opportunities that connect academic learning, problem resolution, and workplace readiness. Skill attainment such as oral and written communication, accepting directions and criticism with a positive attitude, motivation and taking initiative, understanding roles and responsibilities, and respect in the workplace, in the classroom, or on a team project is key to students being college and career ready.
6. Alternative education pathways offer contextual learning experiences that engage students in ways that will improve attendance, get students back on track, provide credit toward graduation, and prepare students for post-secondary success.

INSTRUCTIONAL MATERIALS

Unique curriculum

Alternative Pathways Course Descriptions - Math

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Foundational Algebra

Target Grade Level: 9 & 10

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

Foundational Algebra provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples.

Overall, the quality of a learning environment depends on the extent to which it provides opportunities for students along the following five dimensions:

1. The richness of disciplinary concepts and practices ("the content") available for learning;
2. Student sense-making and "productive struggle";
3. Meaningful and equitable access to concepts and practices for all students;
4. Means for constructing positive disciplinary identities through presenting, discussion and refining ideas; and
5. The responsiveness of the environment to student thinking.

MAJOR GOALS

In addition to the **California Common Core State Standards for Mathematics**, students will experience and gain fluency with the **8 Standards for Mathematical Practice** (https://www.cde.ca.gov/be/st/ss/mathpractices.asp):

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Use appropriate tools strategically
- Attend to precision Look for and make use of structure
- Look for and express regularity in repeated reasoning

COURSE OUTLINE:

Unit 1: Solving Linear Equations

This unit presents the foundational skills related to solving and building linear equations, solving absolute value equations, and rewriting equations and formulas. Students will activate prior knowledge and help to connect concepts to each other.

Students will demonstrate their understanding of each lesson's concepts and will complete computational and applied problems.

Sample activities will include calculating time, distance, age, earnings and other computational problems, using a number line, temperatures including negative numbers. Students will do this by using verbal models; drawing diagrams; sketching a graph or number line; writing equations; making a table; looking for patterns; making a list and breaking the problem into parts.

Unit 2: Solving Linear Inequalities

Techniques used in solving linear equations are applied to linear inequalities. Students will learn to recognize and compare linear inequalities, using graphs to both display and check their answers. This may include multi-step, greater than, less than or equal to. Students will do this by sequencing the steps for solving real-word problems in which a part is unknown.

Sample activities will include becoming familiar with and recognizing concepts of time, money, age, earnings and other real-life problems. Students will do this by using verbal and visual models, drawing or sorting diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

Unit 3: Graphing Linear Functions

Students will become familiar and recognize functions related to real world problem solving.

Sample activities include graphing or pointing to coordinate points given a number model, solving real world problems including one variable when given a graph and using a graph to recognize and compare number values. Students will do this by using verbal and visual models, drawing diagrams, sketching a graph for plotting on a number line, making or completing a table, looking for patterns, making a list or breaking the problem into parts.

Unit 4: Writing Linear Functions

This unit presents the foundational skills related to recognizing and identifying linear equations, students will become familiar with scatter plots and graphs to compare and make predictions based on arithmetic sequences.

Sample activities include recognizing, identifying and manipulating objects to create linear equations involving real world situations (ie menu, cooking, grocery shopping).

Students will do this by using visual and verbal models, drawing diagrams, building or constructing a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

Unit 5: Solving Systems of Linear Functions

This unit covers identifying and recognizing systems of linear equations by graphing, substitution, or elimination. Students will use manipulatives and number models to compare equations in a system to each other to solve the system.

Sample activities include finding solutions with visual icons and number models through a variety of methods including graph, scatter chart or equation. Students will do this by using visual and verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

Unit 6: Exponential Functions and Sequences

This unit encompasses exponents and radicals. Students transition into a new topic of visualizing and understanding exponential relationships and the properties that drive them, including making quantities very large or small quickly. They will practice simple problems with technology, such as simple interest.

Sample activities include demonstrating understanding that exponents are a form of multiplying the number by itself or by calculating interest on a purchase. Students will do this by using or recognizing visual and verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.

Unit 7: Polynomial Equations and Factoring

This unit covers operations with polynomials, identifying and recognizing polynomial equations in factored form. Students will add and subtract polynomials. Students will practice solving for a single variable in real-world situations.

Sample activities include using basic mathematical operations to solve for a single variable and will demonstrate familiarity or understanding of number families when using basic mathematical operations. Students will do this by using visual models, using a number line, making a table, looking for patterns, or breaking the problem into parts.

Unit 8: Solving Quadratic Equations

This unit introduces/reviews the properties of radicals. It also teaches students to solve equations using basic mathematical operations.

Sample activities include using data and manipulatives to identify/construct graphs and tables, as well as interpreting the data. Students will do this by using visual and verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.

Unit 10: Data Analysis and Displays

Students will be introduced to the foundation of statistics and measurement. Students will explore different types of data, both given and collected on their own and understand how different types of presentation and statistical calculation affect the data's appearance and conclusions that can be made. Students will also explore ways to ask data driven questions.

Sample activities include answering surveys to obtain accurate information and analyzing the data (e.g. - asking customers which grocery store they prefer to shop at for cooking ingredients).

PERFORMANCE OBJECTIVES

1. Student will demonstrate ability to speak, listen, and engage in discussion regarding statistics, data analysis, probability, algebraic/mathematical reasoning, number sense, graphs and functions, measurement
2. Students will work collaboratively with others to engage and participate in solving real world mathematical equations involving algebraic reasoning
3. Identifying aptitude for future activities
4. Developing strong interpersonal skills for the home and workplace settings

INSTRUCTIONAL MATERIALS

- Unique Learning

I. AREA OF CURRICULUM: Mathematics

II. COURSE TITLE: Foundational Geometry and Measurement

Target Grade Level: 11 & 12

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

The course will develop a real-world concept understanding of foundational algebra, geometry, statistics and probability, measurement and number sense. The emphasis of this course is to provide the concepts and skills necessary to meet the district's rigorous academic standards in mathematics.

***COURSE OUTLINE*:**

Unit 1: Life skills and Real-World Number Sense

This unit presents the foundational skills related to identifying and recognizing the real number system within the context of real-world problem solving including the complex number system, real number system and quantities. Students will activate prior knowledge and help to make connections within concepts.

Students will demonstrate their understanding of each lesson's concepts and will complete/participate in computational and applied problems.

Sample activities will include determining the value of a quality that is squared or cubed (ie designing a living space), solve real world problems involving decimals including money to support community outings, using number models as needed for life skills planning including menu math, shopping for ingredients and budgeting.

Unit 2: Life Skills for Measurement

This unit presents the foundational skills related to identifying and recognizing measurement within the context of real-world problem-solving including units of measurement and use of measurement tools, foundational properties of time, applying knowledge to foundational use of time measurement, applying knowledge to foundational concepts of real-world use of money. Students will activate prior knowledge and help to make connections within concepts to support real world life skill needs.

Students will demonstrate their understanding of each lesson's concepts and will complete/participate in measurement for foundational life skills.

Sample activities will include selecting and use of measurement tools to identify/recognize measurements in real life problem solving. Identifying and telling time on digital and analogue

clocks, use of student-centered schedules. Applying knowledge of time, day and date skills related to real-world problem-solving situations and scenarios and application of knowledge of money and real-world problem-solving situations and scenarios.

Unit 3: Properties of Geometry

This unit presents the foundational skills related to identifying and recognizing geometry in real world life situations as it relates to life skills. Students will activate prior knowledge and help to make connections within concepts including modeling and applying geometry. Identify attributes and parts of shapes by demonstrating and solving real world problems involving two- and three-dimensional shapes.

Students will demonstrate their understanding of each lesson's concepts and will complete/participate in measurement and real-world problems.

Sample activities will include comparing two dimensional and three-dimensional objects such as a round pizza divided into triangular pieces for serving; comparing and identifying attributes of beverages served in a juice box/milk box and beverages served in a table setting cylinder.

Unit 4: Life Skills for Ratio and Proportional Relationships

This unit presents the foundational skills related to identifying and recognizing a ratio to compare part to part and part to whole relationships within the context of real-world problem-solving including comparison of parts and the whole, (e.g, if for every lollipop in the bag, there are two candy bars, a 1:2 ratio exists. Students will activate prior knowledge and help to make connections within concepts.

Students will solve real-world problems involving unit rate (e.g., If it takes one hour to make one pillow, how long will it take to make four pillows?)

Students will demonstrate their understanding of each lesson's concepts and will complete/participate in computational and applied problems. Apply understanding of percentages in real world scenarios (10% sales tax, 20% tip)

MAJOR GOALS

- To ensure the development of broad mathematical power.
- To ensure the development of technological competence.
- To cultivate students' ability to explore, conjecture and reason logically.
- To cultivate students' ability to formulate and solve problems and communicate mathematically.
- To foster self-confidence and personal enjoyment of math.

PERFORMANCE OBJECTIVES

1. Students will demonstrate the ability to demonstrate real world number sense, measurement, statistics, operations and algebraic thinking, and geometry.
2. Student will work collaboratively with others to engage and participate in solving and applying math concepts to real world mathematical equations

3. Identifying aptitude for future activities
4. Developing strong interpersonal skills for the home and workplace settings

CONTENT OUTLINE and TIME ESTIMATES

1. Statistics, data analysis and probability-15% of class time
2. Number sense-30% of class time
3. Geometry and measurement- 25% of class time
4. Graphs and functions- 10% of class time
5. Algebra- 10% of class time
6. Mathematical reasoning-10% of class time

INSTRUCTIONAL MATERIALS

Unique Learning

Alternative Pathway Course Descriptions - Social Science

I. AREA OF CURRICULUM: Social Science

II. COURSE TITLE: Foundational U.S. History

Target Grade Level: 11

III. COURSE DESCRIPTION:

Foundational US History is a one-year required course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

The U.S. History course, and embedded Ethnic studies, delves into evaluating multiple explanations for actions or events in history. Students will develop skills in identifying causes and effects of historical occurrences, constructing timelines using diverse sources to illustrate historical sequences. It will support in analyzing differing points of view on historical events, shedding light on attitudes reflecting prejudice and discrimination. Emphasis will also be placed on developing clear and purposeful writing while examining conflict resolution strategies like compromise. Lastly, students will explore the rich contributions made by diverse cultures, races, and ethnicities to the fabric of American society, fostering a deeper understanding of the nation's multifaceted heritage.

PERFORMANCE OBJECTIVES

Content Standards	Performance Objectives
RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Identify the cause or result of a historical event of period of time. Use multiple sources to create a sequence of events from a historical period. Recognize that working as a group can help identify a problem and develop a plan for its solution (e.g., The Great Depression and the New Deal). Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome) Describe the consequences of conflict and explain ways of solving disagreements (e.g., war).
RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Recognize that attitudes can reflect prejudice and discrimination (e.g., racial discrimination that continued after the Civil War, Nineteenth Amendment).

WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Explain how conflicts can be resolved through compromise (e.g. Cold War, Vietnam War). Describe contributions to our society by people of various cultures, races and ethnicities.

CONTENT OUTLINE

1. Early Settlers (1600s-1763)
2. American Revolution and Declaration of Independence (1763-1815)
3. Westward Movement (1815-1880)
4. Civil War (1861-1877)
5. Industrial Revolution (1876-1900)
6. World War 1 (1914-1918)
7. Great Depression/New Deal (1929-1939)
8. World War 2 (1941-1945)
9. Civil Rights (1954-1968)
10. 21st Century and Modern Society

INSTRUCTIONAL MATERIALS

Unique Learning

I. AREA OF CURRICULUM: Social Science

II. COURSE TITLE: Foundational World History

Target Grade Level: 9

III. COURSE DESCRIPTION:

Foundational World History is a one-year required course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

Life Skills World History is a unique exploration of civilizations, cultures, and historical events, carefully adapted to meet the diverse learning needs of students on the alternative pathway. The curriculum focuses on creating meaningful connections between students and the past, fostering a sense of curiosity, empathy, and appreciation for the world around them.

PERFORMANCE OBJECTIVES

Content Standards	**Performance Objectives**
RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Identify the cause or result of a historical event Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India, or China) Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome) Describe consequences of conflict and explain ways of solving disagreements (e.g., war).
RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	Evaluate current national issues and their advantages or challenges to this country.
RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	Use multiple sources to create a sequence of events from a historical period.
WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other	Describe ways technology and innovation led to global change (transportation to other countries, exploration, trade, etc.)

information and to display information flexibly and dynamically.	

CONTENT OUTLINE

1. Early Humans
2. Early Africa
3. Early Asia
4. Early Europe
5. Early Central and South America
6. Renaissance
7. Scientific Revolution
8. Industrial Revolution
9. World War I
10. World War II
11. Modern Eras

INSTRUCTIONAL MATERIALS

Unique Learning

I. AREA OF CURRICULUM: Social Science

II. COURSE TITLE: Foundational Government

Target Grade Level: 12

III. COURSE DESCRIPTION:

Foundational Government is a one semester required course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

Through this course, students will review diverse information sources on how to become productive citizens. Practical application of these skills will be honed through community engagement, encouraging students to identify local issues and participate actively in enhancing their community's well-being while developing clear and purposeful communication.

PERFORMANCE OBJECTIVES

Content Standards	**Performance Objectives**
RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Identify the importance of laws.
RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or evert, noting discrepancies among sources	Identify public agencies or public policies and explain how they benefit citizens.
RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	Identify rights of citizens provided through key amendments to the Constitution.
WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Identify local issues and participate in the community to maintain or improve conditions.

CONTENT OUTLINE

1. Constitution
2. Bill of Rights
3. Characteristics of Democracy
4. Bills become Laws
5. The President
6. State and Local Structures
7. Supreme Court
8. Protection of Rights
9. Political Parties
10. Voting Rights and Process
11. Citizenship

INSTRUCTIONAL MATERIALS

Unique Learning

I. AREA OF CURRICULUM: Social Science

II. COURSE TITLE: Foundational Economics

Target Grade Level: 12

III. COURSE DESCRIPTION:

Foundational Economics is a one semester required course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

IV. CONTENT AND PEDAGOGY:

Life Skills Economics is a course designed to equip students to develop financial literacy and review responsible money habits. They will review comparisons of prices for similar items, honing their ability to identify the best value. Additionally, the course will provide an overarching understanding of credit and debit cards, differentiating between the two. Writing skills will focus on the creation of financial documents, including personal budgets with short- and long-term goals, and simple budgets outlining income and expenses. By the course's end, students will be exposed to strategies to support sound financial decision-making and budgeting principles crucial for their personal and post-secondary lives.

PERFORMANCE OBJECTIVES

Content Standards	**Performance Objectives**
RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Evaluate positive and negative consequences of a financial decision. Compare prices of similar items and determine which is the best buy.
RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.	Identify differences between credit and debit cards.
WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Create a simple, personal financial plan the includes short- and long-term goals. Create a simple budget that includes income and expenses.
WHST.9 Draw evidence from information texts to support analysis, reflection, and research.	Recognize that income is based on work skills, attitudes and job opportunities.

CONTENT OUTLINE

1. Wants and Needs
2. Goods and Services
3. Supply and Demand
4. Market Prices
5. Sales and Pricing
6. Taxes
7. Global Trading
8. Banking Systems
9. Credit and Saving
10. Loans
11. Personal Income
12. Budgeting
13. Insurance

INSTRUCTIONAL MATERIALS

Unique Learning

Alternative Pathways Course Descriptions - Science

I. AREA OF CURRICULUM: Science

II. COURSE TITLE: Foundational Biology

Target Grade Level: 9-12

III. COURSE DESCRIPTION:

This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:

Foundational Earth/Space Science will allow students to use evidence from experiments, research, and observations to explore and investigate evidence supporting reasoning, including the development of models investigating the natural world.

COURSE OUTLINE:

Unit 1: Introduction to Biology

This unit explores the scientific method and the concept of living versus non-living. Investigate and identify basic body organs and systems. Students will identify body organs and become familiar with the function of each organ.

Sample activities will include use of picture icons and graphics to identify human body organs including the function and interconnectedness of each organ.

Unit 2: Cells and Body Systems

Students will investigate animal cells and the body system including food as an energy source. Through unit activities, students will become familiar with the function of each organ and bodily system, demonstrating the ability to identify the location and purpose of organs using visuals and models.

Sample activities will include participating in cooking projects for healthy eating, learning about getting your body moving, learning about body and body functions.

Unit 3: DNA

Students will become familiar and explore the concepts of DNA including genetics, Animal reproduction, plant life cycle, and plant reproduction. They will explore DNA as the blueprint for attributes, tendencies for disease and traits carried from parent to offspring.

Sample activities include the lifecycle of an insect, lifecycle of a plant, exploring traits and attributes from parents, genes related to eye color and graphing results.

Unit 4: Plants and Photosynthesis
This unit presents the foundational skills related to understanding the necessary components of plant growth (e.g., soil, roots, sun, air, and water). Students will identify the basic process that plants make food including photosynthesis.

Sample activities include students becoming familiar with how plants use the sun as an energy force and what happens to plants in the winter. Students will also work with diagrams and hands-on activities to become familiar with the process of photosynthesis and how plants make oxygen.

Unit 5: Animals and Food as Energy
This unit covers identifying and recognizing the interdependence of plants and animals' changes over time. Students will identify how plants and animals adapt to their environment over time.

Sample activities include exploring the foods we eat and the plants we eat as food. Students may work with local and community gardens to learn to grow plants as a food source. Students will also explore and become familiar with plants that eat insects as an energy source.

MAJOR GOALS

- Interpreting Diagrams
- Utilize Cycle of Scientific Inquiry
- Determining Cause and Effect
- Conducting effective research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

PERFORMANCE OBJECTIVES

1. Students will demonstrate the ability to identify basic human body organs and systems and describe each's functions.
2. Students will demonstrate the ability to identify parts and classifications of plants, and the basic process of photosynthesis.
3. Students will demonstrate their recognition of the diversity of organisms and the interdependence of plants and animals.
4. Students will work collaboratively with others to engage and participate in real world biology-based activities.
5. Students will experience future postsecondary educational and career activities in the biology field.

CONTENT OUTLINE and TIME ESTIMATES

1. Biology
2. Cells and Body Systems
3. DNA
4. Plants and Photosynthesis
5. Animals as food and energy

INSTRUCTIONAL MATERIALS
Unique Learning

I. AREA OF CURRICULUM: Science

II. COURSE TITLE: Foundational Earth & Space Science
Target Grade Level: 9-12

III. COURSE DESCRIPTION:
This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:
Foundational Earth/Space Science will allow students to use evidence from experiments, research, and observations to explore and investigate evidence supporting reasoning, including. This unit explores Earth's place and function in the universe and Earth's systems.

COURSE OUTLINE:

Unit 1: Relationship and motion of the solar system

Students will demonstrate their understanding of each lesson's concepts and will complete computational and applied problems including the relationship and motion of the solar system.

Sample activities will explore identifying and becoming familiar with the solar system including Earth's orbit in relation to the solar system.

Unit 2: Identify Earth's layers along with the Impact of geological events on Earth's Surface (earthquakes, Hurricanes, fires, etc.)

Students will investigate the Earth's composition, identifying the layers and distribution of land and water) to better understand cases and consequences of land, water, and air pollution, as well as the impact of geological events on the earth and human life.

Sample activities will include students becoming familiar with Earth's layers through hands-on activities, such as visual displays and representations of data using models and charts. Students will learn to recognize and describe geologic events including earthquakes, hurricanes, fires, etc. using print and tactile displays. Community based outings, e.g., to visit local first responders (fire stations, police stations, etc.) and science labs such as Lawrence Labs Science Museum, Chabot Science Museum, Big Break, and hikes and nature walks to explore different parts of the earth's surface.

Unit 3: Explore scientific ways to measure, predict and report weather conditions, identify and describe ways that humans have changed the environment (deforestation, waste management, etc. as well as participate in ways to reduce, reuse and recycle to save resources.

Students will explore and investigate the weather and its consequences of land, water, and air pollution on human life. Human impact upon the environment and participation in ways to reduce, reuse and recycle to renew and save resources will be explored.

Sample activities will include becoming familiar with and recognizing what weather is: How do we predict weather? Students will do this by using verbal and visual models, drawing or sorting diagrams, sketching a graph or number line, making a table, looking for patterns, and participating in experiments through the scientific method. Additionally, students will participate in curriculum-based outings where they learn to predict and dress for the weather.

Students will identify changes in the environment using visuals including positive and negative changes. Students will demonstrate the use of natural resources and ways to save the earth. For example, recycling, community clean ups, and maintaining natural resources such as gardens.

Unit 4: Identify and describe benefits of alternative energy and describe the causes and impact of climate change

This unit explores the many positive impacts of clean energy, including the benefits of wind, solar, geothermal, hydroelectric, and biomass. For more information on their negative impacts—including effective solutions to avoid, minimize, or mitigate

This unit also explores the foundational skills related to recognizing and identifying linear equations, students will become familiar with scatter plots and graphs to compare and make predictions based on arithmetic sequences.

Sample activities include learning how we measure wind and solar energy and scientific response to changing climate. Students will do this by using visual and verbal models, drawing diagrams, creating 3 dimensional models, and collaborating with others on team projects.

MAJOR GOALS

- Interpreting Graphics
- Analyzing Sources
- Identifying Cause and Effect
- Conducting effective research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

PERFORMANCE OBJECTIVES

1. Students will become more knowledgeable and demonstrate understanding of their relation within the environment.
2. Students will demonstrate improved speaking, listening, and sharing information with others.
3. Students will work collaboratively with peers and the larger community.

4. Students will identify interests and aptitudes for future activities.
5. Students will demonstrate improved interpersonal skills.

CONTENT OUTLINE and TIME ESTIMATES

1. Solar System-25% of class time
2. Earth's orbit and layers-25% of class time
3. Weather- 25% of class time
4. Climate and environmental impact- 25% of class time

INSTRUCTIONAL MATERIALS

Unique Learning

I. AREA OF CURRICULUM: Math

II. COURSE TITLE: Physics/Chemistry
Target Grade Level:

III. COURSE DESCRIPTION:
This course is designed for students with significant cognitive disabilities expected to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

IV. CONTENT AND PEDAGOGY:
Foundational Physics/Chemistry provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples.

Overall, the quality of a learning environment depends on the extent to which it provides opportunities for students along the following five dimensions:

1. The richness of disciplinary concepts and practices ("the content") available for learning;
2. Student sense-making and "productive struggle";
3. Meaningful and equitable access to concepts and practices for all students;
4. Means for constructing positive disciplinary identities through presenting, discussion and refining ideas; and
5. The responsiveness of the environment to student thinking.

MAJOR GOALS

In addition to the **California Common Core State Standards for Physics/Chemistry**, students will experience and gain fluency with the **6 Standards for Physics/Chemistry Practice**:

- Identify and investigate entries in the Periodic Table of Elements in relation to real world product uses (gold in jewelry, aluminum in foil wrap, etc.)
- Recognize and investigate real-world examples of physical and chemical changes to matter
- Identify and investigate objects in motion in terms of distance, speed, position, acceleration, and time.
- Describe and investigate examples of energy and energy transfers in daily life (light bulb, car engine, sound in a radio, etc.)
- Describe how technologies use waves in everyday life.
  Identify technologies in everyday life that meet human needs.

COURSE OUTLINE:

Unit 1: Introduction to Chemistry and Physics

This unit presents the foundational skills related to the scientific method and an introduction to chemistry and physics. Students will activate prior knowledge and help to connect concepts to each other.

Students will demonstrate their understanding of each lesson's concepts and will investigate real world examples of physical and chemical changes to matter.

Sample activities will include identifying and investigating entries in the Periodic Table of Elements in relation to real world product uses including gold in jewelry, aluminum in foil wrap, etc.

Unit 2: Chemistry: Structure and Properties of Matter

Techniques used in solving linear equations are applied to linear inequalities. Students will learn to recognize and compare linear inequalities, using graphs to both display and check their answers. This may include multi-step, greater than, less than or equal to. Students will do this by sequencing the steps for solving real-word problems in which a part is unknown.

Sample activities will include students recognizing and investigating real-world examples of physical and chemical changes to matter such as experiments including water distribution and impacts of pollution due to land formations.

Unit 3: Chemistry: Changes in Matter

Students will become familiar and recognize physical and chemical changes in the real world.

Sample activities will include making fudge, jello, and physical changes such as cutting, tearing, melting and freezing.

Unit 4: Physics: Motion and Forces

This unit presents the foundational skills related to recognizing and identifying speed, position, acceleration, and time in addition to minimizing or altering force including electrical and magnetic force.

Sample activities include demonstrations of fast and slow, gravity in motion, chain reactions, push and pull, gravity, and physicals of baseball.

Unit 5: Physics: Energy

This unit covers identifying and recognizing types of energy and energy transfer.

Sample activities include energy in the kitchen, the power of electricity, creating heat, creating light, cooking projects devoted to energy, power plants and wind farms.

Unit 6: Physics: Light and Sound Waves

This unit develops Students ability to describe how technologies use waves in everyday life. Students will be able to identify technologies in everyday life that meet human needs.

Sample activities include the use of sunscreen to filter sun rays. Students will demonstrate the impact of sunscreen on objects. The use of pictures or symbols to describe how a radio works utilizing a sequencing activity.

PERFORMANCE OBJECTIVES

1. Student will demonstrate ability to demonstrate and describe the properties of matter
2. Students will work collaboratively with others to engage and participate in demonstrating real word technologies in everyday life
3. real world mathematical equations involving algebraic reasoning
4. Identifying energy sources and energy transfers
5. Students will demonstrate objects in motion through project-based learning methodology

CONTENT OUTLINE and TIME ESTIMATES

1. Elements of the Periodic Table-15% of class time
2. Psychical and Chemical Changes-30% of class time
3. Objects in Motion- 25% of class time
4. Energy and Energy Transfers- 10% of class time
5. Waves- 10% of class time
6. Technologies in everyday life-10% of class time

INSTRUCTIONAL MATERIALS
Unique Learning

APPENDIX

County Policy Manual

CSBA Policy Management Console

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3. Unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements," district students shall also complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

   Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)
3. Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)
4. Two courses in science, including biological and physical sciences (Education Code 51225.3)
5. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
6. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language (Education Code 51225.3)

   To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)
7. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
8. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640

2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly

notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

   Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

   In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.
2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War **11,** the Korean War, or the Vietnam War, provided that they were enrolled in a

district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Course Offerings with Course Numbers

CCCOE Course Name	COE Course Code	Imagine Learning Course Name	Imag Course Code	A-G	Alternative Pathways Diploma Course Name	Alt Path Crs Cd
ENGLISH		**ENGLISH**			**ENGLISH**	
English 09	C109	a-g English Language Arts 9	E109	B	Foundational English 1	S111
English 10	C110	a-g English Language Arts 10	E110	B	Foundational English 2	S112
English 11	C111	a-g English Language Arts 11	E111	B	Foundational English 3	S113
English 12	C112	a-g English Language Arts 12	E112	B	Foundational English 4	S114
		Literacy and Comprehension	E115	B		
MATH		**MATH**			**MATH**	
Algebra 1	C201	Algebra 1	E125	C	Foundational Algebra	S121
		Algebra 2	E126	C		
Geometry	C202	Geometry	E127	C	Foundational Geometry and Measurement	S122
General Math	613			--		
Algebra Fundamentals	624	Pre-Algebra	E121	--	Foundational General Math	S123
HISTORY		**HISTORY**			**HISTORY**	
U.S. History	C301	U.S. History & Geography	E142	A	Foundational U.S. History	S141
World History	C302	Modern World History	E141	A	Foundational World History	S142
Economics	C304	Economics	E144	GO	Foundational Economics	S143
American Government	C303	Principles of American Democracy	E143	GO	Foundational Government	S144
		Ethnic Studies (elective credits)	E312	GO*		
SCIENCE		**SCIENCE**			**SCIENCE**	
Biological Science	C231	The Living Earth	E151	D	Foundational Biology	S131
Physical Science	C232	Physical Science	E160	D	Foundational Physics/ Chemistry	S135
Chemistry	C233	Chemistry in the Earth System	E152	D		
		CA-Biology /Labs	E150	D		
		Physics in the Universe	E153	D	Foundational Earth and Space Science	S136
		Earth and Space Science	E154	D		
		Environmental Science	E155	D		
		Plant Systems	E156	D		
		Animal Systems	E157	D		

CCCOE Course Name	COE Course Code	Imagine Learning Course Name	Imag Course Code	A-G	Alternative Pathways Diploma Course Name	Alt Path Crs Cd
ART		**ART, WORLD LANGUAGE**			**ART, WORLD LANGUAGE**	
		Art History I	E181	GO	Foundational Art	S161
		a-g Visual Arts	E183	F		
Art Visual/Performance	614			---		
		Spanish I	E171	E	Foundational World Language	S162
		Spanish II	E172	E		
		Spanish III	E173	E		
		French I	E174	E		
		German I	E176	E		
		American Sign Language 1	E178	E		
PHYSICAL EDUCATION					**PHYSICAL EDUCATION**	
P.E. Grade 09-10	651			---	Foundational P.E.	S181
P.E. Grade 11-12	652			---		
ELECTIVES		**ELECTIVES**			**ELECTIVES**	
Career Planning & Development	C401			GO		
College Development	C402			GO		
Social Emotional Learning	C410			GO		
		Entrepreneurship/ Self-Employment	E302	GO		
		Construction Careers	E310	GO		
		Intro. To Communications/ Speech I-II	E301	GO		
		Psychology	E304	GA		
		Contemporary Health	E306	GO		
		Personal Finance	E184	GO		
CAREER TECHNICAL ED		**CAREER TECHNICAL ED**				
Computer Science Principles	C702			GC		
		Fundamentals of Computer Systems	E8109	GO		

CCCOE Course Name	COE Course Code	Imagine Learning Course Name	Imag Course Code	A-G	Alternative Pathways Diploma Course Name	Alt Path Crs Cd
Construction CTE (Mt. McKinley)	C703			GO		
Culinary Arts CTE (Marchus)	C701			GO		
		ADVANCED PLACEMANT and HONORS				
		AP English Language and Composition	E114	B		
		AP English Literature and Composition	E116	B		
		AP Human Geography	E147	A		
		AP U.S. Government and Politics	E148	A		
		AP United States History	E146	A		
		AP Psychology	E308	GA		
		AP Spanish Language and Culture	E177	E		
		Chemistry Honors w/ Labs	E158	D		
		Physics Honors w/Labs	E159	D		
		AP Environmental Science	E161	D		

2025-2026 Course of Study

Subject	Grade level	Text/Publisher
English/Language Arts	K-5	Houghton Mifflin: Journeys
English/Language Arts	6-8	Houghton Mifflin: Collections Edgenuity Moving Forward Institute: Reading with Relevance
English/Language Arts	9-12	Edgenuity Moving Forward Institute: Reading with Relevance
English Language Development	K-12	English 3D HMH Houghton Mifflin Harcourt
Science	K-12	STEMscopes (K-12) Edgenuity (6-12)
History/Social Science	K-12	Savvas: MyWorld Interactive Edgenuity (6-12)
Math	K-8	Go Math Houghton Mifflin Harcourt Edgenuity 6-8
Math	9-12	Larson: Big Ideas Edgenuity
Physical Education/Health	6-12	Cardea: Positive Prevention Plus Pearson: AGS Life Skills/Health Holt, Rinehart, Winston: Decisions for Health Edgenuity (9-12)
Visual and Performing Arts	K-8	Glenco McGraw Hill: Exploring Art
Visual and Performing Arts	6-12	Edgenuity
World Language	6-12	Edgenuity
Computer Literacy	9-12	Edgenuity
Extensive Support Needs Program Comprehensive Curriculum	PreK-12+	Unique Learning System