



STUDENT PROGRAMS AND SERVICES  
ACADEMIC CURRICULUM

**COURSE OF STUDY**

*Karen Sakata, Superintendent of Schools  
February 2018*

**Contra Costa County Office of Education**  
**Course of Study**

*Karen Sakata*  
*Superintendent of Schools*

*Pamela Comfort, Ed.D.*  
*Deputy Superintendent*  
*Educational Services*

*Lynn Mackey*  
*Senior Director*  
*Educational Services*

*Pam Tyson*  
*Director*  
*Educational Services,*  
*Curriculum & Instruction*

**Contra Costa County Board of Education**

<b>Area 1</b>	<b>Fatima S. Alleyne, Ph.D.</b>
<b>Area 2</b>	<b>Christine W. Deane</b>
<b>Area 3</b>	<b>Vikki J. Chavez</b>
<b>Area 4</b>	<b>Mike Maxwell</b>
<b>Area 5</b>	<b>Jeff Belle</b>

# Table of Contents

<b>TOPIC</b>	<b>Page #</b>
<b>Introduction</b>	<b>1</b>
<b>Course of Study - BP/AR 6143</b>	<b>2-3</b>
<b>Graduation Requirements – BP 6146.1(a) – 6146.6</b>	<b>4-6</b>
<b>English Language Arts and English Language Development (updated 2/2018)</b>	<b>7-27</b>
<b>History / Social Science</b>	<b>28-32</b>
<b>Mathematics (updated 2/2018)</b>	<b>33-43</b>
<b>Physical Education and Health</b>	<b>44-46</b>
<b>Science (updated 2/2018)</b>	<b>47-53</b>
<b>Visual and Performing Arts</b>	<b>54-57</b>
<b>Electives</b>	<b>58-68</b>
<b>Appendix:</b>	
<b>Individualized Study Procedure and Form (Mt. McKinley School)</b>	
<b>Physical Education Credit Forms (Golden Gate Community Charter School)</b>	
<b>Countywide Graduation Requirements for High School</b>	
<b>Countywide Graduation Requirements for Continuation School</b>	
<b>Countywide Graduation Requirements for Adult School</b>	
<b>Board Approved Textbooks</b>	

# COURSE OF STUDY

## INTRODUCTION

This document is a brief outline of the academic courses offered by the Contra Costa County Office of Education Student Programs and Services 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. As the state frameworks for each subject area is finalized we will be adding new courses to the course of study.

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 age 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 of school records.

## 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.
- *Marchus School* – for students with emotional and/or behavioral difficulties.

## CURRICULUM MATERIALS

This Course of Study supports instruction that is aligned with the state requirements on instructional materials for the core academic subjects in grades 6-12, and that must be adopted by the appropriate local Board of Education. We need to select curriculum materials for a highly mobile and challenging student population. At the end of the Course of Study document is the Board approved list of materials by course content area and grade level.

**COURSES OF STUDY**

The County Board of Education recognizes that a well-articulated sequence of courses fosters academic progress and makes for the best possible use of instructional time.

Courses of study for secondary grades shall prepare students to meet the requirements for admission to California public post-secondary institutions and/or attain entry-level employment skills in business or industry upon graduation from high school. (Education Code 51228)

*Legal Reference:*

**EDUCATION CODE**

*33319.3 Driver education; CDE materials on road rage*

*33540 Government and civics instruction in interaction with government agencies*

*51201.5 Instruction on AIDS and AIDS prevention*

*51202 Instruction in personal and public health and safety*

*51203 Instruction on alcohol, narcotics and restricted dangerous drugs*

*51204 Course of study designed for student's needs*

*51204.5 History of California; contributions of men, women and ethnic groups to development of state and nations*

*51220-51230 Course of study for grades 7-12*

*51241 Exemption from physical education*

*51911-51921 Comprehensive health educational plans*

*51040 Curriculum for brain and spinal cord injury prevention*

**GOVERNMENT CODE**

*3543.2 Scope of representation*

**HEALTH AND SAFETY CODE**

*11032 Definition of dangerous drugs*

**CODE OF REGULATIONS, TITLE 5**

*10020 Driver education*

**UNITED STATES CODE, TITLE 20**

*6101-6251 School-to-Work Opportunities Act of 1994*

**COURSES OF STUDY**

**Grades 7-12**

Course of study for grades 7 through 12 shall include the following:

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening and speaking
2. History/Social Sciences: enables students to understand basic concepts in history, geography, cultures, government and economics, with instruction in:
  - a. American Government and Civics
  - b. The development of the American economic system, including the role of the entrepreneur and labor
3. Physical Education: enables students to develop movement, personal, health and social skills, which encourage appropriate physical activities in maintaining a healthy lifestyle
4. Health: awareness of the human body and how our health reflects the way we live, including, personal health, family health, child development, nutrition, use and mis-use of substances, AIDS, diseases and disorders
5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and the place of humans in ecological systems
6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra
7. Visual and performing arts: develops appreciation and skills for creative expression, and for various artistic forms and styles

Regulation approved: April 21, 2004

GRADUATION REQUIREMENTS - HIGH SCHOOL

The County Board of Education sets forth the following basic requirements for County Office of Education students who are candidates for a high school diploma commencing with the 2017-18 school year:

English .....	40 credits
Mathematics .....	20 credits
Must include successful completion of 1 year / 10 credits of Algebra I, or an equivalent course that includes the content standard for Algebra I	
Physical Science .....	10 credits
Biological Science .....	10 credits
World History .....	10 credits
U.S. History .....	10 credits
Economics .....	5 credits
Government .....	5 credits
Visual/Performing Arts/Foreign Language .....	10 credits
Physical Education .....	20 credits
Electives .....	60 credits
<b>Total Required Credits .....</b>	<b>200 credits</b>

Additional Requirement

This required course of study is consistent with the guidelines set forth in Sections 49701 and 51225.3 of the Education Code, and also implements Education Code Section 51224.5 requiring one year of Algebra I. If a student is eligible for Foster Youth, Homeless Youth, Court Involved or Military waivers, the Contra Costa County Office of Education will follow the State of California’s graduation requirements.

Adopted by the Board: April 21, 2004

Policy Amended: December 6, 2017

**Instruction****GRADUATION REQUIREMENTS - ADULT SCHOOL**

The County Board of Education sets forth the following basic requirements for County Office of Education students who are candidates for an adult school diploma commencing with the 2003-04 year:

English	40 credits
Mathematics	30 credits
Must include successful completion of 1 year / 10 credits of Algebra I, or an equivalent course that includes the content standards for Algebra I	
Biological Science (no lab required)	10 credits
Physical Science (no lab required)	10 credits
World History	10 credits
U.S. History	10 credits
Government	5 credits
Economics	5 credits
Visual/Performing Arts	10 credits
Electives	60 credits
<b>Total Required Credits</b>	<b>190 credits</b>

**Additional Requirement**

In addition to the basic course of study, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851, 60859)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit exam. (Education Code 37252, 60851)

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

The County Superintendent of Schools or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

**GRADUATION REQUIREMENTS - ADULT SCHOOL**

**Additional Requirement (continued)**

This required course of study is consistent with the guidelines set forth in Section 51225.3 of the Education Code, and also implements Education Code Section 51224.5 requiring one year of Algebra I beginning in 2003-04.

The course requirements as outlined above are consistent with two major goals of County Office of Education programs:

1. to provide educational opportunities to students referred to this agency due to special needs which could not be met at the district level, and
2. to enable those students to return to and participate in programs at their local school district.

In line with these goals, the County Board of Education has established graduation requirements to reflect as closely and appropriately as possible the requirements which Education Code Section 51225.3 places on all school districts in California.

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

Adult students are also eligible to earn high school diploma provided the student meets the requirements for graduation.

Policy  
amended: September 27, 1995

Policy  
amended: November 19, 2003

**ENGLISH LANGUAGE ARTS  
AND  
ENGLISH LANGUAGE DEVELOPMENT  
COURSES**

**Introduction to**  
**English Language Arts (ELA)**  
**and**  
**English Language Development (ELD) Courses**

The standards for the following English Language Arts (ELA) courses are closely aligned to the *Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* (2013). These standards for grades 6-12 present increasingly sophisticated expectations for students. By the end of grade twelve, students are prompted to think, operate, and achieve at the level of the *College and Career Readiness Anchor Standards* in Reading (*R*), Writing (*W*), Speaking and Listening (*SL*), and Language (*L*). California's ELA standards are actually framed around the (CCR) Anchor standards which represent the core knowledge and skills that students will need to be successful in their lives after high school in the 21<sup>st</sup> Century.

Students' progressing through the secondary school years see many cognitive, physical, emotional, and social changes as these emerging adults contemplate their future and their place in the world around them. To exercise their language and literacy muscles, students engage with interesting inquiries, inspirational literature, and the deep questions of humanity. They turn their developing competencies to tasks that involve real issues of the day (and yesterday). They are motivated by teachers, settings, and tasks that challenge their own and others' thinking as well as honor their emerging stances and arguments. The depth of knowledge and level of thinking reflected in the standards prepare students for the work they will need do in postsecondary education and careers.

Integrated ELD is provided to English learners through 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.

Link to California Standards – ELA/ELD:

[http://www.cccoe.k12.ca.us/edsvcs/cccs\\_ela.html](http://www.cccoe.k12.ca.us/edsvcs/cccs_ela.html)

The following pages provide a description of each high school ELA course separately.

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

AERIES: #110

**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, as well as 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.

To become critical consumers of text, students need to be exposed to increasingly more complex texts to which they apply those skills. The critical content is both rigorous and relevant, and includes high-quality contemporary works as well as the classics of literature.

**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 of language throughout their academic careers, and indeed their 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 in a way that is appropriate 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)

AERIES: #110

ASAP #:

**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 demonstrate their understanding of various works by analyzing how common themes like exploration, innovation, and courage are able to 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.

To become critical consumers of text, students will be exposed to increasingly more complex texts. Instructional content is both rigorous and relevant, and includes high-quality contemporary works as well as the classics of literature.

**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 of language throughout their academic careers, and indeed their 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 in a way that is appropriate 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)

AERIES: #110

ASAP #:

**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 of language throughout their academic careers, and indeed their 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 in a way that is appropriate 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)

AERIES: # 610

ASAP: # 2130

**II. COURSE TITLE:** English 9

Target Grade Level: 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 both rigorous and relevant and includes high-quality contemporary works as well as 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.

Credit earned in this course would be applied to the requirement of:	English
Total number of English/ Language Arts (ELA) credits required to graduate is 40	

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

AERIES: # 610  
ASAP: # 2131

**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.

Credit earned in this course would be applied to the requirement of:	English
Total number of English/ Language Arts (ELA) credits required to graduate is 40	

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

AERIES: # 610  
ASAP: # 2132

**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 readings, 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.

Credit earned in this course would be applied to the requirement of:	English
Total number of English/ Language Arts (ELA) credits required to graduate is 40	

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

AERIES: # 610

ASAP: # 2133

**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. Particular 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.

Credit earned in this course would be applied to the requirement of:	English
Total number of English/ Language Arts (ELA) credits required to graduate is 40	

- I. **AREA OF CURRICULUM:** English Language Development (ELD) AERIES: #610  
ASAP #030001
- 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 also to draw upon in order 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**

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

**B. Interpretive**

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. 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
8. 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**

9. Expressing information and ideas in formal oral presentations on academic topics
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Justifying own arguments and evaluating others' arguments in writing
12. 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**

1. Understanding text structure
2. Understanding cohesion

**B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

**C. Connecting and Condensing Ideas**

6. Connecting ideas
7. Condensing ideas

- I. **AREA OF CURRICULUM:** English Language Development (ELD) AERIES: #610  
ASAP: #030001
- 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 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 also to draw upon in order 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.

<b>Part I: Interacting in Meaningful ways</b>	
<b>A. Collaborative</b>	
13. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	
14. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	
15. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	
16. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	
<b>B. Interpretive</b>	
17. Listening actively to spoken English in a range of social and academic contexts	
18. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	
19. 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	
20. 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	
<b>C. Productive</b>	
21. Expressing information and ideas in formal oral presentations on academic topics	
22. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	
23. Justifying own arguments and evaluating others' arguments in writing	
24. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	
<b>Part II: Learning About How English Works</b>	
<b>A. Structuring Cohesive Texts</b>	
3. Understanding text structure	
4. Understanding cohesion	
<b>B. Expanding and Enriching Ideas</b>	
3. Using verbs and verb phrases	
4. Using nouns and noun phrases	
5. Modifying to add details	
<b>C. Connecting and Condensing Ideas</b>	
6. Connecting ideas	
7. Condensing ideas	

Credit earned in this course would be applied to the requirement of:	Electives
Total number of Electives credits required to graduate is 60	

- I. **AREA OF CURRICULUM:** English Language Development (ELD) AERIES: #610  
ASAP: #030001
- 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 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 also to draw upon in order 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**

25. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
26. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
27. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
28. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

**B. Interpretive**

29. Listening actively to spoken English in a range of social and academic contexts
30. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
31. 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
32. 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**

33. Expressing information and ideas in formal oral presentations on academic topics
34. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
35. Justifying own arguments and evaluating others' arguments in writing
36. 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**

5. Understanding text structure
6. Understanding cohesion

**B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

**C. Connecting and Condensing Ideas**

6. Connecting ideas
7. Condensing ideas

Credit earned in this course would be applied to the requirement of:
--

Electives
-----------

Total number of Electives credits required to graduate is 60
--

# **HISTORY/ SOCIAL SCIENCE**

**Link to California Standards – History/Social Science:**

**[http://www.ccooe.k12.ca.us/edsvcs/cccs\\_history.html](http://www.ccooe.k12.ca.us/edsvcs/cccs_history.html)**

**I. AREA OF CURRICULUM:** History/Social Science

AERIES: #621

ASAP # 1.2042

**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 basic 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 10<sup>th</sup> 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).

Credit earned in this course would be applied to the requirement of:	World History
Total number of World History credits required to graduate is 10	

**I. AREA OF CURRICULUM:** History/Social Science

AERIES: #611  
ASAP # 1.2041

**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.

Credit earned in this course would be applied to the requirement of:	United States History
Total number of United States History credits required to graduate is 10	

**I. AREA OF CURRICULUM:** History/Social Science

AERIES: #622

ASAP # 1.2043

**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):**

### **PRINCIPLES OF AMERICAN DEMOCRACY**

- 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.

Credit earned in this course would be applied to the requirement of:	Government
Total number of Economics credits required to graduate is 5	

**I. AREA OF CURRICULUM:** History/Social Science

AERIES: #623

ASAP # 1.2044

**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 and 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 State's borders.

Credit earned in this course would be applied to the requirement of:	Economics
Total number of Economics credits required to graduate is 5	

# **MATHEMATICS**

## Introduction to Mathematics Courses

The standards for the following Mathematics courses are closely aligned to the *Common Core State Standards in Mathematics* (2014). Balancing three types of mathematics knowledge: conceptual understanding, procedural skill and fluency, and application of mathematics to real-world problems, these standards promote student learning of rich content. Throughout their school careers, students are engaged problem solving, communicating mathematically, and thinking critically across the grades.

There are two types of mathematics standards: (1) *Standards for Mathematical Content* which progress in complexity across the grade levels; and (2) *Standards for Mathematical Practice* which are the same for each grade level though they increase in form, not substance, through the grades. Taken together, these two types of standards encourage the “habits of mind” that students should develop to foster mathematical understanding, and the expertise, skills and knowledge needed to do mathematics.

At the high school level, the Common Core State Standards were organized under the conceptual categories of: Number and Quantity (N); Algebra (A); Functions (F); Modeling (★); Geometry (G); Statistics and Probability (S). The *Mathematics Framework for California Public Schools* (2013) then organized the standards into courses, which are described in the pages that follow.

Integrated ELD is provided to English learners through 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.

Since focus and coherence across the grade levels is central to these standards, an overview of the content domains for mathematics in grades K-12 is provided below. In the following pages are descriptions of the content of mathematics courses from grades 6-12.

### Mathematical Content Domains (K-8) and Conceptual Categories (Higher Mathematics)

Grade	K	1	2	3	4	5	6	7	8	Higher Mathematics Conceptual Categories	
K-8 Domains	Counting and Cardinality (CC)						Ratios and Proportional Relationships (RP)		Functions (F)	Functions (F)	Modeling (★)
	Operations and Algebraic Thinking (OA)						Expression and Equations (EE)		Algebra (A)	Algebra (A)	
	Number and Operations in Base Ten (NBT)						The Number System (NS)		Number and Quantity (N)	Number and Quantity (N)	
				Number and Operations—Fractions (NF)							
	Measurement and Data (MD)						Statistics and Probability (SP)		Statistics and Probability (S)	Statistics and Probability (S)	
	Geometry (G)						Geometry (G)		Geometry (G)	Geometry (G)	

Link to California Standards – Math

[http://www.cccoe.k12.ca.us/edsvcs/cccs\\_math.html](http://www.cccoe.k12.ca.us/edsvcs/cccs_math.html)

**I. AREA OF CURRICULUM:** Mathematics

AERIES: # 111

ASAP:

**II. COURSE TITLE:** Foundational Mathematics/6-7<sup>th</sup> grade

Target Grade Level(s): 6-7

**III. COURSE DESCRIPTION:**

In the Foundational Mathematics course students will build the bridge from the concrete concepts of arithmetic to the abstract thinking of algebra. 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 as students engage with and master new and more advanced mathematical ideas does change

I. AREA OF CURRICULUM: Mathematics

AERIES: # 112

ASAP:

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 the slope ( $m$ ) of a line 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 to each input exactly one output. 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 as students engage with and master new and more advanced mathematical ideas does change.

**I. AREA OF CURRICULUM:** Mathematics

AERIES: # 624

ASAP: # 2424

**II. COURSE TITLE:** Algebra Fundamentals

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 the slope ( $m$ ) of a line 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 to each input exactly one output. 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 Fundamentals, 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 as students engage with and master new and more advanced mathematical ideas does change.

Credit earned in this course would be applied to the requirement of:	Mathematics
Total number of Mathematics credits required to graduate is 20-30	

**I. AREA OF CURRICULUM:** Mathematics

AERIES: #619

ASAP: #2403

**II. COURSE TITLE:** Algebra I

Target Grade Level(s): 8-12

**III. COURSE DESCRIPTION:**

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 to each other, 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.

Credit earned in this course would be applied to the requirement of:	Mathematics
Total number of Mathematics credits required to graduate is 20-30	

**I. AREA OF CURRICULUM:** Mathematics

AERIES: #625

**II. COURSE TITLE:** Algebra II

ASAP: #2404

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, in order 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.

Credit earned in this course would be applied to the requirement of:	Mathematics
Total number of Mathematics credits required to graduate is 20-30	

**I. AREA OF CURRICULUM:** Mathematics

AERIES: # 626

ASAP: # 2413

**II. COURSE TITLE:** Geometry

Target Grade Level(s): 9-12

**III. COURSE DESCRIPTION:**

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. Some standards are repeated in multiple higher mathematics courses; therefore instructional notes, which appear in brackets, indicate what is appropriate for study in this particular course.

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 as a way to determine whether 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*
- *extend work with probability.*

#### **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

Credit earned in this course would be applied to the requirement of:	Mathematics
Total number of Mathematics credits required to graduate is 20-30	

**PHYSICAL  
EDUCATION  
AND  
HEALTH**

**I. AREA OF CURRICULUM:**  
Physical Education

AERIES: #615  
ASAP # 09090102

**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.

Credit earned in this course would be applied to the requirement of:	Physical Education
Total number of Physical Education credits required to graduate is 20	

**I. AREA OF CURRICULUM:**  
Elective or District Requirement

AERIES: #710

**II. COURSE TITLE:** Health  
Target Grade(s): 9-12

**III. COURSE DESCRIPTION:** The main emphasis of this course is understanding of the human body and how our health reflects the way 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 enhanced and maintained.
2. Understand and demonstrate behaviors that prevent disease and speed recovery from illness.
3. 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.
4. Understand and demonstrate how to play a positive, active role in promoting the health of his or her family.
5. Understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.
6. Understand the variety of physical, mental, emotional and social changes that occur throughout life.
7. Understand individual differences in growth and development.
8. Understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

# **SCIENCE**

## Introduction to Science

In the *California Next Generation Science Standards* (NGSS, 2013), scientific knowledge rests upon knowing the process of science; the fundamental ideas within each scientific discipline; and the underlying themes common to all of the sciences. Students engage in this *three-dimensional learning* develop a more realistic and richer understanding of the work of scientists and engineers. This enables them to understand the world, explain phenomena, and form a solid baseline for developing new scientifically rich understandings. The three ‘dimensions’ of learning are:

- *Science and Engineering Practices (SEP)*
- *Crosscutting Concepts (CCC)*
- *Disciplinary Core Ideas (DCI)*

The Scientific and Engineering Practices (SEPs) are a set of practices or “habits of mind” that scientists utilize to understand the world around them. The Crosscutting Concepts (CCCs) are big ideas that bridge disciplinary boundaries. They provide a contextual framework connecting various scientific disciplines into a coherent schema. The Disciplinary Core Ideas (DCIs) are a set of scientific ideas that provide a foundation upon which all students understand scientific concepts and build their scientific knowledge beyond the K-12 classroom.

While the SEPs, CCC, and DCIs are the same at every grade level K-12, they increase in cognitive complexity through the grades. Also the core ideas introduced at each grade level are not presented as separate unrelated entities. This enables students to build and connect their new learning to previous learnings both across and within grade levels. In this upward knowledge spiral, students revisit core ideas multiple times, adding additional layers of complexity and refining their conceptual models along the way.

Below is an example of the three dimensions of science understanding which was taken from Instructional Segment 1 in *The Living Earth: Integrating Life and Earth Sciences*. In the following pages are descriptions of the content of science courses from grades 9-12.

Highlighted Science and Engineering Practices	Highlighted Disciplinary Core Ideas	Highlighted Crosscutting Concepts
<b>Developing and Using Models</b> <b>Using Mathematics and Computational Thinking</b> <b>Engaging in Argument from Evidence</b>	<b>Interdependent Relationships in Ecosystems</b> <b>Social Interactions and Group Behavior</b>	<b>Cause and Effect</b> <b>Scale, Proportion, and Quantity</b> <b>Systems and System Models</b> <b>Energy and Matter</b>

The current California High School graduation requirement is one year of Life Science and one year of Physical Science. Students completing A-G requirements are encouraged to also take a third year of science. Based on the NGSS, California has proposed the following three-course model:

- *Living Earth: Integrating Biology and Earth Science*
- *Physics in the Universe: Integrating Physics and Earth & Space Science*
- *Chemistry of the Earth System: Integrating Chemistry and Earth Science*

Integrated ELD is provided to English learners through 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.

Link to California Standards – Science

[http://www.cccoe.k12.ca.us/edsves/cccs\\_ngss.html](http://www.cccoe.k12.ca.us/edsves/cccs_ngss.html)

**I. AREA OF CURRICULUM:** Life Science

AERIES: 612

ASAP: 2621

**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 in 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.

Credit earned in this course would be applied to the requirement of:	Biological Science
Total number of Biological Science credits required to graduate is 10	

**I. AREA OF CURRICULUM:** Physical Science

AERIES: 620

ASAP: 2618

**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 is used to explain a variety of 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.

Credit earned in this course would be applied to the requirement of:	Physical Science
Total number of Biological Science credits required to graduate is 10	

**I. AREA OF CURRICULUM:** Physical Science

AERIES: 628

ASAP:

**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 CO<sub>2</sub> 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.

Credit earned in this course would be applied to the requirement of:	Physical Science
Total number of Biological Science credits required to graduate is 10	

**VISUAL  
AND  
PERFORMING  
ARTS**

**I. AREA OF CURRICULUM:** Visual and Performing Arts

AERIES: #614

ASAP # 1.2055

**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. STANDARDS (knowledge and skills):**

Taken from the CDE State Adopted Proficient Standards for Visual and Performing Arts. See CDE for specific benchmarks.

### **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*

Analyze 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.

**5.0 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 on the basis of 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.

Credit earned in this course would be applied to the requirement of:	Visual & Performing Arts
Total number of Visual & Performing Arts credits required to graduate is 10	

# **ELECTIVES**

**I. AREA OF CURRICULUM:** Elective

AERIES: #701

**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, as well as 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. 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.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

**I. AREA OF CURRICULUM:** Elective

AERIES: #702

**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.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

**I. AREA OF CURRICULUM:** Elective

**II. COURSE TITLE:** Study Skills  
Target Grade Level(s): 9-12

AERIES: #704

**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 gain an understanding of 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.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

**I. AREA OF CURRICULUM:** Elective

**II. COURSE TITLE:** Teacher Assistant  
Target Grade Level(s): 9-12

AERIES: #703

**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):**

1. Works with diverse individuals in a variety of situations and knows behaviors that show respect for others.
2. The student uses appropriate interpersonal skills and acknowledges the strengths of others.
3. 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.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

**I. AREA OF CURRICULUM:** Elective

**II. COURSE TITLE:** Computer Literacy  
Target Grade Level(s): 9-12

AERIES: #705  
ASAP # 4.4615

**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 in order to accomplish a task while operating within a technological system.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

**AREA OF CURRICULUM:** Elective

AERIES: #706

ASAP # 4.5531

**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 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.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	



**I. AREA OF CURRICULUM:** Elective

**II. COURSE TITLE:** Work Experience

AERIES: #708

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 a variety of 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 work place 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.

Credit earned in this course would be applied to the requirement of:	Elective
Total number of Elective credits required to graduate is 80	

# **APPENDIX**

# Contra Costa County Court School

## *Individualized Study Agreement Procedures*

When appropriate, credit may be earned by Court School students through the assignment of an Individualized Study Agreement (ISA). The information below outlines who, when and how ISA agreements are used in the school.

### **Eligibility for an Individualized Study Agreement**

**REQUIRED ISA:** Students who do not need elective credit AND who need credits that are not being taught in their daily rotation will be given an ISA. This is a student who requires an ISA.

**OPTIONAL ISA:** Students who do need elective credit but do not need a course being taught in their rotation can be considered for an ISA. This is a student who MAY be given an ISA but does not require one.

Classroom teachers may assign work within their subject area without an ISA but may not assign work outside of their subject area. All students are screened weekly and will be assigned an ISA by the ISA teacher when required. If you feel that a student is in need of an ISA but is not being identified by the weekly screening, please bring this information to the Principal or the ISA teacher.

Please note: *ISA agreements are not required for independent work being completed in a class of the same subject.*

**Example #1 ISA not needed.** Student is working on Economics during Social Studies period. Work is assigned by the classroom teacher and graded on a regular report card.

**Example #2 ISA needed** Student is working on Economics during Math period. Work is assigned by the ISA teacher, tracked on the ISA agreement (and the Computer List) and graded on an ISA report card.

### **Process for assigning Individualized Study**

1. The Data Tech runs a report each week that screens all enrolled students for an ISA using the above criteria
2. The ISA teacher will review the list and determine any new required ISA students
3. The ISA teacher will prepare the ISA form and review with the Principal
4. The Principal will sign the agreement and return the form to the ISA teacher
5. The ISA teacher will forward the form to the Data Tech to be included on the Computer use list that is distributed to staff weekly. The list specifies the subject of the ISA and the periods where the work is to be completed.

### **Giving credit for Individualized Study**

When the student completes the work (or transfers to another class or at the end of the quarter) the ISA teacher will grade the work, completed the ISA form and forward the form to the Principal for signature and processing.

## Individualized Study Agreement

<b>Student's Name:</b> _____		<b>Date:</b> _____
<b>Subject:</b> _____	<b>Teacher:</b> _____	<b># Of credits to be attempted:</b> _____
_____ Teacher's Signature	_____ Date	_____ Principal's Signature
		_____ Date

<input type="checkbox"/> <b>Transferred</b>	<input type="checkbox"/> <b>Exited</b>	<input type="checkbox"/> <b>Completed</b>	<input type="checkbox"/> Credit entered into Aeries
---	--	---	---

<b>Date:</b> _____	<b>Credits Earned:</b> _____	<b>Grade Earned:</b> _____
<i>Attach screenshot of Odysseyware assignment completion page.</i>		
_____ Teacher's Signature	_____ Date	
_____ Principal's Signature	_____ Date	

<input type="checkbox"/> <b>Transferred</b>	<input type="checkbox"/> <b>Exited</b>	<input type="checkbox"/> <b>Completed</b>	<input type="checkbox"/> Credit entered into Aeries
---	--	---	---

<b>Date:</b> _____	<b>Credits Earned:</b> _____	<b>Grade Earned:</b> _____
<i>Attach screenshot of Odysseyware assignment completion page.</i>		
_____ Teacher's Signature	_____ Date	
_____ Principal's Signature	_____ Date	

<input type="checkbox"/> <b>Transferred</b>	<input type="checkbox"/> <b>Exited</b>	<input type="checkbox"/> <b>Completed</b>	<input type="checkbox"/> Credit entered into Aeries
---	--	---	---

<b>Date:</b> _____	<b>Credits Earned:</b> _____	<b>Grade Earned:</b> _____
<i>Attach screenshot of Odysseyware assignment completion page.</i>		
_____ Teacher's Signature	_____ Date	
_____ Principal's Signature	_____ Date	

## Golden Gate Community School

### EARNING CREDITS IN PHYSICAL EDUCATION

Activity based or Textbook based options:

Students can earn a maximum of 20 credits in Physical Education.

Physical Education credits can be earned by accumulating hours in one or a combination of the following ways:

<p>1. Participating in a Physical Education class in a Court and Community School program.</p> <p>2. Participating in a program outside of the school, such as:</p> <ul style="list-style-type: none"> <li>• Joining a team in an organized, competitive program.</li> <li>• Working out regularly in a local, private gym.</li> <li>• Attending physical activity classes offered outside of school (Leisure Services, Adult High Schools, Community Colleges, etc.).</li> </ul> <p><i>For this option, the following documentation is necessary:</i></p> <ul style="list-style-type: none"> <li>• <i>Completion of the "Individualized Study Agreement" form. Principal must approve this agreement in advance.</i></li> <li>• <i>Receipt of membership or enrollment must be on file for gym memberships or activity classes.</i></li> <li>• <i>Activity Logs must be signed each week by the supervisor of the activity</i></li> </ul>
<p>3. Completion of text work using one of the required Health textbooks from the Educational Opportunities Department's Course of Study.</p> <p>A maximum of <u>10 credits</u> can be earned in the textbook based option.</p> <p><i>For this option, the following documentation is necessary:</i></p> <ul style="list-style-type: none"> <li>• <i>Completion of the "Individualized Study Agreement" form. Principal must approve this agreement in advance.</i></li> </ul>

Criteria for Earning Credit:

Students will complete 15 hours of physical activity or sections of text work for each credit as prescribed in the Course of Study – Extra Credit Section.

Learning Objective:

Students will increase their knowledge of health related activities.

Evaluation:

Credits determined by teacher based on the above documentation.

# Golden Gate Community School

## PHYSICAL EDUCATION DAILY ACTIVITY LOG

STUDENT'S NAME: \_\_\_\_\_

DATES OF ACTIVITY: From \_\_\_\_\_ To \_\_\_\_\_

Please note the number of hours of activity this student has performed each day.

Mon	Tue	Wed	Thu	Fri	Sat	Sun	TOTAL	INITIALS
TOTAL NUMBER HOURS:								
NOTE TO ACTIVITY SUPERVISOR: Please sign your initials for each week to verify that this student has completed the total hours indicated on that line.								
Please indicate the activity below. Check as many as apply, or write in other activity:								
<input type="checkbox"/> Aerobics	<input type="checkbox"/> Baseball/Softball	<input type="checkbox"/> Basketball	<input type="checkbox"/> Calisthenics					
<input type="checkbox"/> Football	<input type="checkbox"/> Kickball	<input type="checkbox"/> Soccer	<input type="checkbox"/> Track					
<input type="checkbox"/> Volleyball	<input type="checkbox"/> Weight training	<input type="checkbox"/> OTHER:						

_____ Activity Supervisor's/Counselor's Signature	_____ Homeroom Teacher's Signature  Date: _____
--	--



## Golden Gate Community School

### PHYSICAL EDUCATION WEEKLY ACTIVITY LOG

STUDENT'S NAME: \_\_\_\_\_

Please note the number of hours of activity this student has performed each week

*Each line should include the hours for one week only.*

Start Date	End Date	Number of Hours	Initials	NOTE TO ACTIVITY SUPERVISOR:  Please sign your initials for each week to verify that this student has completed the total hours indicated on that line.
TOTAL NUMBER OF HOURS				

Please indicate the activity below. Check as many as apply, or write in other activity:

- |                                     |  |                                     |                                       |
|-------------------------------------|--|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Aerobics   | <input type="checkbox"/> Baseball/Softball | <input type="checkbox"/> Basketball | <input type="checkbox"/> Calisthenics |
| <input type="checkbox"/> Football   | <input type="checkbox"/> Kickball          | <input type="checkbox"/> Soccer     | <input type="checkbox"/> Track        |
| <input type="checkbox"/> Volleyball | <input type="checkbox"/> Weight training   | <input type="checkbox"/> OTHER:     |                                       |

_____ Activity Supervisor's / Counselor's Signature	_____ Homeroom Teacher's Signature
Date: _____	

**GRADUATION REQUIREMENTS FOR HIGH SCHOOLS  
2016-2017**

<b>SUBJECTS</b>	<b>Acalanes</b>	<b>Antioch</b>	<b>John Swett</b>	<b>Liberty</b>	<b>Martinez</b>	<b>Mt. Diablo</b>	<b>Pittsburg</b>	<b>San Ramon</b>	<b>WCCUSD</b>
<b>English</b>	40	40	40	40	40	40	40	40	40
<b>Math</b> (10 credits req. Alg. I)	20	30	20	30 *	30	30	20	20	30
<b>Physical Science</b>	10	10	10	10	10	10	10	10	10
<b>Life Science</b>	10	10	10	10	10	10	10	10	10
<b>Social Studies</b>			5						
<b>World History</b>	10	10	10	10	10	10	10	15	10
<b>U.S. History</b>	10	10	10	10	10	10	10	10	10
<b>Government</b>	5	5	5	5	5	5	5	5	5
<b>World (Cultural) Geography</b>			5						
<b>Economics</b>	5	5	5	5	5	5	5	5	5
<b>Lang/Fine/Visual Arts/CTE</b>	20	10	10	10	10	20	10	20	
<b>Foreign Language</b>									10
<b>Visual/Performing Arts</b>									10
<b>P.E.</b>	20	20	20	20	20	20	20	20	20
<b>Electives</b>	90	65	60	115	80	60	80	80	55
<b>Health Ed.</b>		5		5				5	
<b>Social Science</b>									10
<b>Career Prep.</b>			10						
<b>Community Service Hours</b>							35 Hrs.		
<b>TOTAL</b>	<b>240</b>	<b>220</b>	<b>220</b>	<b>270</b>	<b>230</b>	<b>220</b>	<b>220</b>	<b>240</b>	<b>225</b>

\* 10 credits in Geometry 1A

**GRADUATION REQUIREMENTS FOR CONTINUATION SCHOOLS  
2016 - 2017**

	<b>San Ramon</b>	<b>Liberty</b>	<b>Antioch</b>	<b>C.C.C.</b>	<b>Mt. Diablo</b>	<b>Pittsburg</b>	<b>Martinez</b>	<b>John Swett</b>
<b>SUBJECTS</b>	<b>Del Amigo</b>	<b>La Paloma</b>	<b>Live Oak</b>	<b>C.C.C.</b>	<b>Olympic</b>	<b>Black Diamond</b>	<b>Vincente Martinez High</b>	<b>Willow High</b>
<b>English</b>	40	40	40	40	40	40	40	40
<b>Math</b> (10 credits in Alg. I)	20	30	30	30	30	20	30	20
<b>Phy. Science</b>	10	10	10	10	10	10	10	10
<b>Life Science</b>	10	10	10	10	10	10	10	10
<b>Social Studies</b>								5
<b>World History</b>	10	10	10	10	10	10	10	10
<b>U.S. History</b>	10	10	10	10	10	10	10	10
<b>Government</b>	10	5	5	5	5	5	5	5
<b>World (Cultural) Geography</b>								5
<b>Economics</b>	5	5	5	5	5	5	5	5
<b>Lang/Fine/Visual Arts/CTE</b>	20	10	10	10	20	10	10	10
<b>P.E.</b>	20	20		20		20	20	20
<b>Electives</b>	50	35	85	70	60	80	60	30
<b>Health Ed.</b>	5	5	5					
<b>Social Science</b>								
<b>Career Prep.</b>								10
<b>TOTAL</b>	<b>210</b>	<b>190</b>	<b>220</b>	<b>220</b>	<b>200</b>	<b>220</b>	<b>210</b>	<b>190</b>

**GRADUATION REQUIREMENTS FOR ADULT SCHOOLS  
2016-2017**

<b>SUBJECTS</b>	<b>Acalanes</b>	<b>Antioch</b>	<b>C.C.C. Adult</b>	<b>Liberty</b>	<b>Loma Vista</b>	<b>Martinez</b>	<b>Pittsburg</b>	<b>San Ramon</b>	<b>W.C.C. Adult</b>
<b>English</b>	40	30	40	40	40	40	35	30	40
<b>Math</b> (10 credits in Alg. I)	20	20	30	30	30	10	20	20	
<b>Math Electives</b>									20
<b>Algebra I</b>						10			10
<b>Physical Science</b>	10	10	10	10	10	10	10	10	10
<b>Life Science</b>	10	10	10	10	10	10	10	10	10
<b>Social Science</b>									5
<b>World History</b>	10	10	10	10	10	10	10	10	10
<b>U.S. History</b>	10	10	10	10	10	10	10	10	10
<b>Government (Civics)</b>	5	5	5	5	5	5	5	5	10
<b>World (Cultural) Geography</b>									
<b>Economics</b>	5	5	5	5	5	5	5	5	5
<b>Lang/Fine Arts</b>	20	10		10	20	10	10	10	10
<b>Visual Arts</b>			10						
<b>P.E.</b>								20	
<b>Electives</b>	* 65/75	70	60	55	60	50	60	45	35
<b>Health Ed.</b>				5				5	
<b>Career Prep.</b>									5
<b>College &amp; Career Transitions</b>						10			
<b>TOTAL</b>	<b>*195/205</b>	<b>180</b>	<b>190</b>	<b>190</b>	<b>200</b>	<b>180</b>	<b>175</b>	<b>180</b>	<b>180</b>

\* Students over 20 years take 65 elective credits

**2017 - 2018  
K-12 Textbook List**

**K-5**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN-10	ISBN-13
Marchus	K-5	K-5	Houghton Mifflin 2017	Journeys	1618370 1618376 1511216 1416794 1503749 1620380 6001572	9780544618930 9780544618992 9780547905716 9780547327716 9780547866819 9780544638242 9780545660297
Marchus	K-5	K-5	Scott Foresman 2008	CA Science	032823625X 0328188379 0328188387 0328188995 0328188409 0328188417	9780328236251 9780328188376 9780328188383 9780328188390 9780328188406 9780328188413
Marchus	K-5	K-5	Harcourt 2007	Reflections: California Series	015339715-2 015338498-0 015338499-9 015338501-4 015338502-2 015338503-0	9780153397158 9780153384981 9780153384998 9780155385018 9780153385025 9780153385032
Marchus	K-5	K-5	Houghton Mifflin 2015	Go Math		9780547587806 9780547587790 9780547587905 9780547587851 9780547587837 9780547587813

**6-8 ENGLISH LANGUAGE ARTS**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN-10	ISBN-13
Court and Comm	6-8	6-8	Santa Clara University	Character Based Literacy	Assorted literature books	
Marchus	6-8	6-8	Houghton Mifflin Harcourt 2017	Collections	1616907 1616908 1616909	9780544607071 9780544607088 9780544607095
Court and Comm	6-8	6-8	Odysseware.com	English 6, 7, 8	On Line No ISBN Numbers	

**6-8 MATH**

Ct. & Comm. & Marchus	6	6-8	Houghton Mifflin Harcourt 2015	Go Math Grade 6	0-544-38042-8	978-054438042-4
Ct. & Comm. & Marchus	7	6-8	Houghton Mifflin Harcourt 2015	Go Math Grade 7	0-544-38038-X	978-054438038-7
Ct. & Comm. & Marchus	8	6-8	Houghton Mifflin Harcourt	Go Math Grade 8	0-544-38039-8	978-054438039-4
Court and Comm	6-8	6-8	Odysseware.com	Math	On Line No ISBN Numbers	

**6-8 HISTORY**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN 10	ISBN 13
Marchus	6-8	6-8	Glencoe/ McGraw Hill 2006	Glencoe: Discovering our Past	Entire Series	Entire Series
Marchus	6-8	6-8	Teachers' Curriculum Institute 6 <sup>th</sup> 2004 '3514 7 <sup>th</sup> 2004 '376X 8 <sup>th</sup> 2005 '4014	History Alive! California Middle School Program	1583713506 1583713514 1583713700 1583713751 158371376X 1583713905 1583714006 1583714014 1583714154	9781583713501 9781583713518 9781583713709 9781583713754 9781583713761 9781583713907 9781583714003 9781583714010 9781583714157
Ct. & Comm.	6-8	8	Oxford University Press 2005	A History of Us Books 6,7	0195188993 0195189000	9780195188998 9780195189001
Court & Comm.	6-8	6-8	Odysseware.com	History and Geography 600 World Civilizations	On Line No ISBN Numbers	

**6-8 SCIENCE**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus	6-8	6-8	Holt, Rinehart & Winston 2001	Earth (6 <sup>th</sup> )* Life (7 <sup>th</sup> )* Physical (8 <sup>th</sup> )*	0030556678 0030556392 0030557976	9780030556678 9780030556395 9780030557972
Court & Comm.	6-8	6-8	Prentice Hall 2008*	Focus on Life Science (explorations)	0132012723	9780132012720
Court & Comm.	6-8	6-8	Odysseware.com	Science 6, 7, 8	On Line No ISBN Numbers	

**9-12 ENGLISH LANGUAGE ARTS**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Court & Comm.	9-12	D- 4-8 E- 4-9 F- 5-10	Longman California Keystone	Keys to Learning		D-9780131582583 E-9780131582576 F-9780131582590
Court & Comm. & Marchus	9-12	9-12	Santa Clara University	Character Based Literacy	Assorted literature books	--
Ct. & Comm.	9 - 12	9 - 12	Odysseware.com	Various English Language Art Titles	On Line No ISBN Numbers	
Marchus	9-12	9-12	Houghton Mifflin Harcourt 2017	Collections	1616910 1616911 1616912 1616913	9780544607101 9780544607118 9780544607125 9780544607132

**9-12 MATH**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Math Titles	On Line No ISBN Numbers	
Ct. & Comm. & Marchus	9-12	9-12	Houghton Mifflin Harcourt 2015	Larson Big Ideas Algebra 1	0-544-60894-1	978-054460894-8
Ct. & Comm. & Marchus	9-12	9-12	Houghton Mifflin Harcourt 2015	Larson Big Ideas Geometry	0-544-60902-6	978-054460902-0
Ct. & Comm.	9-12	9-12	Odysseware.com	Algebra 2 (Various Math Titles)	On Line No ISBN Numbers	

**9-12 US HISTORY**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus	9-12	11	Prentice Hall 2008	United States History: Survey Edition	0132028492 (package)	9780132028493
Ct. & Comm.	9-12	6	Oxford University Press 2002 *	A History of Us Books 8,9,10	(book 8) 0195189019 (book 9) 0195307380 (book 10) 0195307372	9780195189018 9780195307382 9780195307375
Marchus	6-12	3.8	American Guidance Services 2001	United States History	0785425268	9780785425267
Ct. & Comm	9-12	9-12	Odysseware.com	Various History Titles	On Line No ISBN Numbers	

**9-12 WORLD HISTORY**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus	6-12	3-4	American Guidance Services 2001	World History	0785422129	9780785422129
Ct. & Comm. & Marchus.	9-12	9	Prentice Hall 2005	World History Connections to Today	Survey: 0131283340 Modern Era: 0131817590	9780131283343 9780131817593
Ct. & Comm.	9-12	9-12	McDougall Littell 2003	World Cultures and Geography	0618168419	9780618168415
Ct. & Comm.	9-12	9-12	Odysseware.com	Various World History Titles	On Line No ISBN Numbers	

**9-12 ECONOMICS**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus	9-12	9	Prentice Hall 2003	Civics and Economics Units 5-8 Econ	013037024X	9780130370242
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Economics Titles	On Line No ISBN Numbers	

**9-12 GOVERNMENT**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus & Satellite	9-12	9-12	Pearson 2004	American Government Continuity & Change	0-13-133654-1 032143434x	9780131336544
Marchus	9-12	9	Prentice Hall 2003	Civics and Economics Units 1-4 GOV	013037024X	9780130370242
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Government Titles	On Line No ISBN Numbers	

**9-12 SCIENCES**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus	9-12	9-12	Glencoe 2003	Biology and Everyday Experience	0078297494	9780078297496
Marchus	6-12	3-4	American Guidance Service 2004	General Science Life Units: 3-4	0785436464	9780785436461
Ct. & Comm.	9-12	10	Prentice Hall 2006	Biology	0131662554	9780131662551
Ct. & Comm.	9-12	7-9	Prentice Hall 2008	Focus on Life Science (explorer)	0132012723	9780132012720
Ct. & Comm.	9-12	7-9	Prentice Hall 2008	Focus on Earth Science (explorer)	013201274X	9780132012744
Marchus	6-12	3-4	American Guidance Service 2004	General Science Physical Units: 1-2	0785436464	9780785436461
Ct. & Comm	9-12	9-12	Odysseware.com	Various Science Titles	On Line No ISBN Numbers	

**9-12 Physical Education/ Health**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Marchus	9-12	8	Glencoe 2003	Teen Health	0078239397	978-0-07-823939-7
Ct. & Comm.	9-12	6-8	Holt, Rinehart, Winston 2004	Decisions for Health	Green: 0030664586 Red 0030668123 Blue: 0030668174	978-0-03-066458-8 978-0-03-066812-8 978-0-03-066817-3
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Physical Education/Health Titles	On Line No ISBN Numbers	

**9-12 Visual & Performing Arts**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN- 10	ISBN- 13
Ct. & Comm.	9-12	7-12	Glencoe McGraw Hill 2005	Exploring Art	007846529X	978-0-07-846529-1
Marchus	9 - 12	7 - 12	Glencoe McGraw Hill 2007	Exploring Art		9780078735578
Marchus	9 - 12	7 - 12	Glencoe McGraw Hill 2005	Arttalk		9780078305993
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Visual & Performing Arts Titles	On Line No ISBN Numbers	

**6-12 Life Skills / Career Education**

School	Grade Level	Reading Level	Publisher	Book Title	ISBN
Ct & Comm.	10 - 12	10	Glencoe	Succeeding in the World of Work	9780078748288
Ct & Comm.	6-12		F.R. Publications 2015 Edition	Preparing for the World of Work	2015 Edition
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Life Skills / Career Education Titles	On Line No ISBN Numbers

**9-12 Computer Literacy**

Ct. & Comm	9-12	9-12	Odysseware.com	Various Computer Literacy Titles	On Line No ISBN Numbers
Ct. & Comm	9-12	9-12	Cengage Learning	Illustrated Series Computer Concepts & Microsoft Office 2010	1-133-61154-0 (ISBN-10) 978-1-133-61154-7 (ISBN-13)

**9-12 Woodshop I**

Ct & Comm.	9 - 12	9	Glencoe 2002	Wood Technology and Processes	0-07-822411-X
Ct & Comm.	9 - 12	9	Glencoe McGraw Hill 2006	Wood Technology And Processes	0-07-865541-2
Ct. & Comm.	9-12	9-12	Odysseware.com	Various Woodshop Titles	On Line No ISBN Numbers