

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**

# HIGH SCHOOL COURSE CATALOG

**2019 – 2020**

## **one.**

**one.Program Court and  
Community Schools**



*Creating a foundation for future success*

**San Joaquin Building Futures  
Academy**

## **one.Charter**

**Academy of Visual and Performing  
Arts  
Career Readiness Academy  
Come Back Kids**



**Discovery ChalleNGe Academy**



**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
James A. Mousalimas, County Superintendent of Schools

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## DIRECTORY OF SCHOOLS

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### **Building Futures Academy**

3100 Monte Diablo  
Stockton, CA 95203  
(209) 468-8140

### **Career Readiness Academy**

2707 Transworld Drive  
Stockton, CA 95206  
(209) 468-4847

### **Come Back Kids**

4635 Georgetown Place  
Stockton, CA 95207  
(209) 468-4986

### **Discovery ChalleNGe Academy**

700 E. Roth Road  
Lathrop, CA  
(916) 855-4001

### **one.Program Community Schools**

2707 Transworld Drive  
Stockton, CA 95206  
(209) 468-4847

### **one.John F. Cruikshank Court School**

535 W. Matthews Road  
French Camp, CA  
(209) 468-4791

### **one.Charter**

2707 Transworld Drive  
Stockton, CA 95206  
(209) 468-4847



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## PROGRAM ADMINISTRATION

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**Janine Kaeslin**, Assistant Superintendent, County Operated Schools and Programs  
**Sean Morrill**, Division Director

### **Academic Technology**

Jason Brown

### **Career Technical Education**

Tony Damele

### **Curriculum and Assessment**

Lauren Dinubilo

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### **Discovery ChalleNGe Academy**

Brandy Thurman

### **Family Engagment**

Lindsey Clark

Jennifer DeAngelo

### **Foster Youth/Homeless Services**

Mark Yost

### **one.Charter**

Lonnie Cox

Doug McCreath

Stephanie Omste

### **one.Program Community Schools**

Stephanie Omste

Doug McCreath

Doug Silva

Mark Yost

### **one.Program Court Schools**

Lonnie Cox

### **San Joaquin Building Futures Academy**

Lucas Homdus

### **School Nurses**

Irina Bazyuk

Autumn Dixon

### **Special Education**

Wendy Frink

### **Student Services**

Nou Hendricks

Elsa Gonzales

Jennifer Lawrence



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## WELCOME

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The County Operated Schools and Programs (COSP) Division operates the alternative education programs, court and community schools, adult education at the County Jail, and SJCOE charter schools, as well as outdoor education, career technical education (CTE), foster and homeless youth services, workforce development, and printing services. The programs offer comprehensive education for students in K-12 and beyond. COSP ensures that all students attain the skills and confidence to make a positive difference and thrive in the ever-changing world. Our goal is to reach students both in and out of the traditional academic environment through extracurricular activities, increased opportunities for career development, and a socially and emotionally safe place to learn and grow.

This course catalog is designed to guide students through their high school education. COSP offers a variety of course options for students that prepare them for college and careers. Courses may be in-person, online, or a hybrid of both. We offer students well-rounded instruction that will prepare them for their years beyond high school graduation.

COSP school counselors are available to assist students in course selection as well as graduation requirements. Each school site has a designated counselor for students to meet with on a regular basis. Courses are listed in this catalog by department and also includes a section for CTE pathways.



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## STUDENT LEARNER OUTCOMES

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### one.Program

#### **Students will embrace opportunity**

- Take personal responsibility for academic success and character development
- Identify purpose and plan accordingly to be successful on a chosen pathway
- Connect with community resources to achieve personal and career goals that align with post-graduation plans

#### **Students will navigate through 21st-century skills**

- Display college- and career-ready skills that reflect the needs of an identified career pathway
- Demonstrate time management and organizational skills that reflect career readiness
- Communicate effectively using appropriate language, media, and digital literacy
- Adapt and empathize with diverse situations, ideas, beliefs, and behaviors

#### **Students will value lifelong learning and education**

- Apply critical thinking skills in reading, writing, listening, speaking, math, and technology in all subject areas
- Develop an academic foundation that promotes post-secondary opportunities including college, technical schools, trade schools, and military service
- Persevere through rigorous academics by developing coping and problem-solving skills



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## STUDENT LEARNER OUTCOMES

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### one. Charter

#### **Students will recognize and strive to meet potential**

- Identify strengths, weaknesses, and experience in order to set challenging goals
- Pursue creativity through the arts
- Aspire to become lifelong learners
- Realize their value as positive contributors to the greater community

#### **Become passionate in lifelong pursuit of artistic excellence**

- Exposed to a variety of art  
Creatively communicate through the arts
- Self-reflection

#### **Develop skill sets that support their purpose in life**

- Recognize interpersonal strengths that allow them to assess, adapt to the changes in their life
- Pursue positive actions that contribute to the community
- Establish the necessary self-discipline to be successful in their chosen career paths



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## STUDENT LEARNER OUTCOMES

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### San Joaquin Building Futures Academy

#### **Students will be lifelong learners**

- Realize the world is a classroom
- Demonstrate continuous progress toward mastery of a core body of knowledge (21<sup>st</sup> Century Skills)
- Demonstrate self-knowledge, self-confidence and a positive view of the value of learning
- Demonstrate openness to new ideas

#### **Students will be hard workers**

- Explore job skills in a career pathway
- Demonstrate responsibility by maintaining regular, punctual attendance, completing tasks and managing time
- Demonstrate a strong work ethic and positive employee qualities
- Demonstrate perseverance
- Develop a Post-Secondary Education Plan and Career Plan
- Maintain, set and evaluate goals on a continual basis

#### **Students will be positive contributors to their community**

- Demonstrate responsibility for their own actions and choices
- Understand the choices necessary to live a healthy lifestyle
- Contribute to their community through volunteerism and service
- Demonstrate respect for themselves and others





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## MISSION AND VISION STATEMENTS

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### **one.Program Mission Statement**

As a community of learners built on meaningful relationships, we ensure that each of us attains the skills and knowledge needed to thrive in a dynamic world.

### **one.Program Vision Statement**

We will continually create learning environments and provide opportunities so that diverse learners can own their future.

### **one.Charter Mission Statement**

Through rigorous learning and creative opportunities, we inspire students to discover self-confidence and develop their unique potential and purpose.

### **one.Charter Vision Statement**

Students are empowered to transcend their own expectations. Meaningful relationships and a safe learning environment enable students to demonstrate self-discipline and respect as positive contributors to their community. Integrating academics with an enriched creative environment, students appreciate and promote cultural diversity, critical thinking, and collaboration in their pursuit of excellence. Self-confidence and self-expression inspire our students to be innovative citizens and leaders.

### **San Joaquin Building Futures Academy Mission Statement**

We will establish a culture that values personal and social responsibility. We will create opportunities to think critically. We will develop life, work, and education skills. We will support each other through meaningful relationships so we can be successful in the learning process.

### **San Joaquin Building Futures Academy Vision Statement**

BFA will be a community of problem solvers that cultivates the potential of each person



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## School Information

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### A-G course designation

one.Program Community schools offer courses that meet the California State University (CSU) and University of California (UC) entrance requirements are identified and designated as A-G courses.

### Class Scheduling

Students attending a daily site schedule attend class Monday-Friday from 8 a.m. to 12:30 p.m. Additional CTE and/or elective classes may be offered after the 12:30 p.m. dismissal time.

Students attending a contracted learning school site will meet with a teacher at least eight hours a week. Scheduling is varied based on student needs. Students will work with a teacher to determine designated directed learning time and check-in time.

### Course Selection

Many courses require the successful completion of a prerequisite course prior to enrollment. Prerequisite courses may be taken as co-requisites. Please speak to your counselor or teacher for more information. Requests for prerequisite waivers may be made on a case-by-case basis.

### Credit recovery

Credit recovery is designed to give students an alternative method of instruction to regain high school credits above and beyond current enrolled courses. Students who complete credit recovery, whether through Edmentum or directed learning, will expect to work in an independent, self-directed learning environment for both instructional delivery and student management.

### **Student Eligibility:**

- Grades 10-12
- Credit deficient
- Good current academic standing (passing all enrolled courses with a 'C' or better)
- Good attendance

### **Expectations:**

Students enrolled in credit recovery courses (Edmentum or directed learning) must complete the work before or after scheduled class time. Courses assigned must meet state academic standards and/or be reflected in the one.Program course catalog or Edmentum course catalog. If a course is not listed in either catalog, the teacher may submit a new course for review to the curriculum director. New course forms can be



found on PROMIS and the Teacher Toolbox. All assessments must be completed under the supervision of the teacher. Teachers are required to keep a gradebook for all courses in Edmentum or Illuminate.

### Grading Periods

Students will receive report cards at the end of each quarter. The dates below indicate the span that the report cards will report.

<b>QUARTER</b>	<b>START/END</b>
<b>Quarter 1</b>	Aug. 7 - Oct. 4
<b>Quarter 2/Semester 1</b>	Oct. 7- Dec. 20
<b>Quarter 3</b>	Dec. 23 – March 6
<b>Quarter 4/Semester 2</b>	March 9 – May 27

### Parent and Teacher Conference weeks

COSP strongly encourages parent and guardian involvement in their students' education. One of the ways to be involved is to actively communicate with your child's teachers. Parent conference weeks are scheduled once every quarter in order to monitor student progress.

<b>QUARTER</b>	<b>START/END</b>
<b>Quarter 1</b>	Sept. 3 - 6
<b>Quarter 2/Semester 1</b>	Nov. 4 – Nov. 8
<b>Quarter 3</b>	Jan. 27 – Jan. 31
<b>Quarter 4/Semester 2</b>	April 27 – May 1



## Ninth Grade Math Placement Protocol

In 2015, the California Legislature enacted SB 359, the California Mathematics Placement Act of 2015, which mandates that schools adopt a fair, objective, and transparent mathematics placement policy for ninth-grade students. In compliance with SB 359, the San Joaquin County Office of Education has developed the following placement protocol\*.

### **INITIAL PLACEMENT:**

Ninth grade initial placement determination is made in spring of a student's eighth grade year:

- Geometry or Integrated Math 2 - Student has completed Algebra I/Integrated Math 1 with a 'C' or better.
- Integrated Math 1 - Student meets 3 of the placement indicators.
- Integrated Math 1A - Student meets 2 or less of the placement indicators.

### **STUDENT PLACEMENT VERIFICATION:**

*Student placement will be reevaluated within 30 days of the ninth-grade year.*

### **NINTH GRADE PLACEMENT INDICATORS** (including but not limited to):

#### **Initial Placement Indicators (Spring of eighth grade year)**

1. Program Diagnostic Test: <ul style="list-style-type: none"> <li>a. Integrated Math 1: Score of 850 or higher</li> <li>b. Integrated Math 1A: Score of 849 or less</li> </ul>
2. Course Grades: <ul style="list-style-type: none"> <li>a. Integrated Math 1: 'B' or higher in previous semester</li> <li>b. Integrated Math 1A: 'C' or lower in previous semester</li> </ul>
3. Seventh and/or eighth grade CAASPP Scores <ul style="list-style-type: none"> <li>a. Integrated Math 1: Score within Meets or Exceeds Standards</li> <li>b. Integrated Math 1A: Score within Nearly Met Standards or below</li> </ul>
4. Teacher Recommendation

#### **Placement Check** (Within 30 days of beginning ninth-grade)

1. Program Diagnostic Test
2. Teacher Recommendation

*\*Students served by SJCOE Special Education programs follow their district of residence policies related to their academic coursework and progression in conjunction with their IEP.*



## GRADUATION REQUIREMENTS

Subject Area	one.Program and one.Charter Visual and Performing Arts	Building Futures Academy Career Readiness Academy Come Back Kids	one.John F. Cruikshank*
<b>History – Social Science</b>	30 credits World History (10) US History (10) American Government (5) Economics (5)	30 credits World History (10) US History (10) American Government (5) Economics (5)	30 credits World History (10) US History (10) American Government (5) Economics (5)
<b>English</b>	40 credits	40 credits	30 credits
<b>Mathematics</b>	20 credits (must include 10 credits of algebra 1 or equivalent)	20 credits (must include 10 credits of algebra 1 or equivalent)	20 credits (must include 10 credits of algebra 1 or equivalent)
<b>Science</b>	20 credits Physical Science Biological Science	20 credits Physical Science Biological Science	20 credits Physical Science Biological Science
<b>Physical Education</b>	20 credits	None	20 credits
<b>Visual and Performing Arts or Foreign Language</b>	10 credits	10 credits	10 credits
<b>Electives</b>	58 credits	10 credits Career Readiness Portfolio	None
<b>Community Service</b>	2 credits (30 hours)	5 credits Job shadow/apprenticeship or community service	None
<b>TOTAL</b>	<b>200 credits</b>	<b>135 credits</b>	<b>130 credits</b>

\* Based on current legislation. Please see the student handbook for more information.

It is important that credits be awarded in subject areas that complete graduation requirements.



## Writing Requirements

Students are required to show mastery on two writing assignments (personal awareness and persuasive, expository, or response to literature) by receiving at least a 4 on the program writing rubric. Opportunities to complete the writing assignment are offered regularly by teachers, as well the PWA (program-writing assessment) which is offered quarterly.

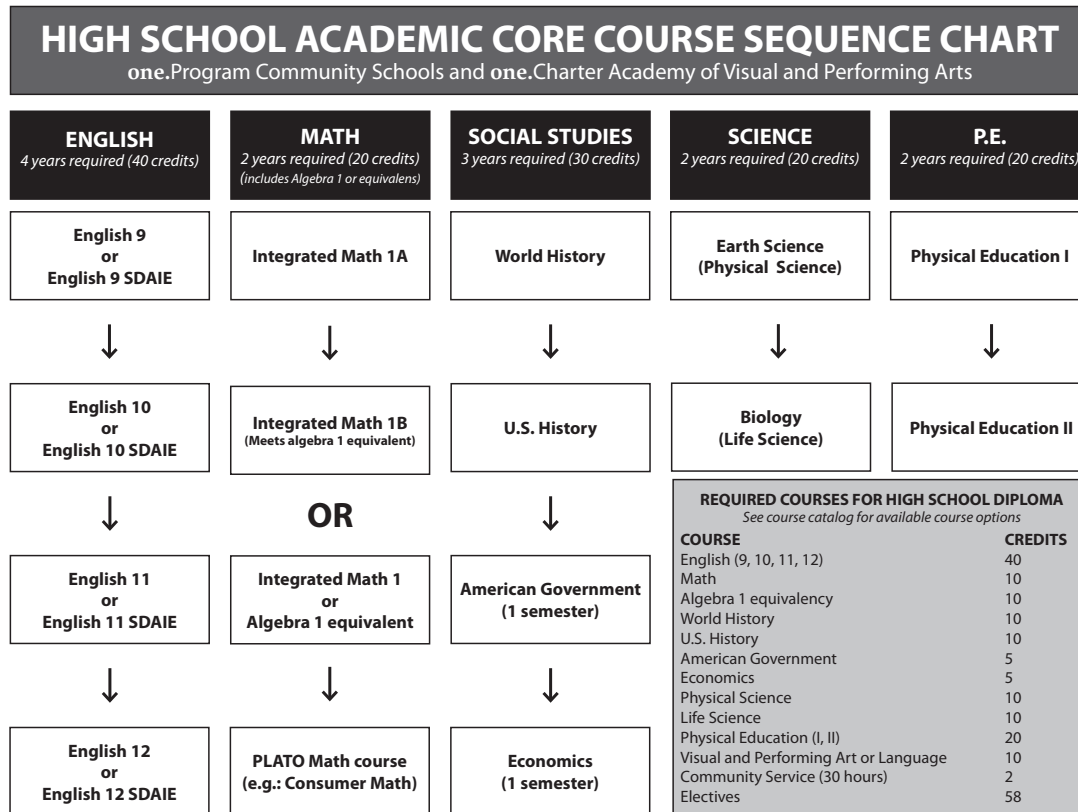
## Graduation by Exploration

Students are required to complete a Graduation by Exploration presentation in front of a panel consisting of five individuals. Please refer to Graduation by Exploration information on page 19. Additional information can be found in the Senior Handbook.



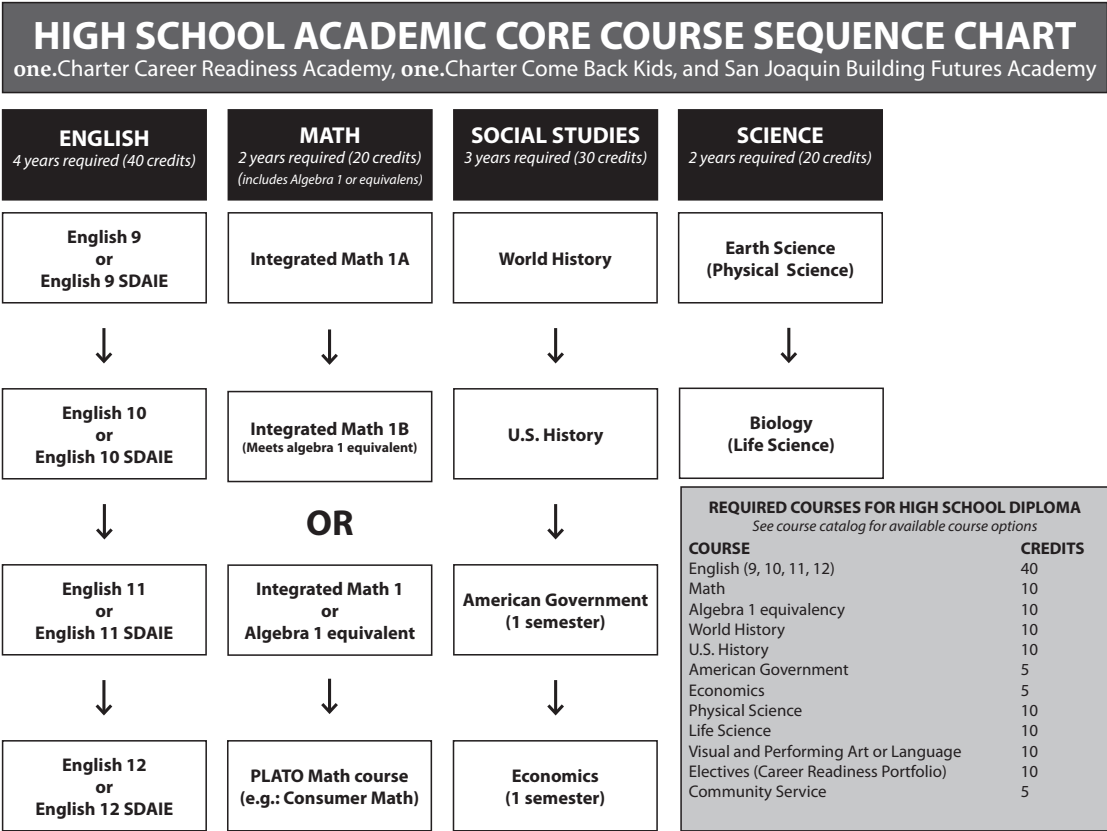
# FOUR-YEAR GRADUATION PLAN

one.Program Community Schools  
 one.Charter Academy of Visual and Performing Arts



# FOUR YEAR GRADUATION PLAN

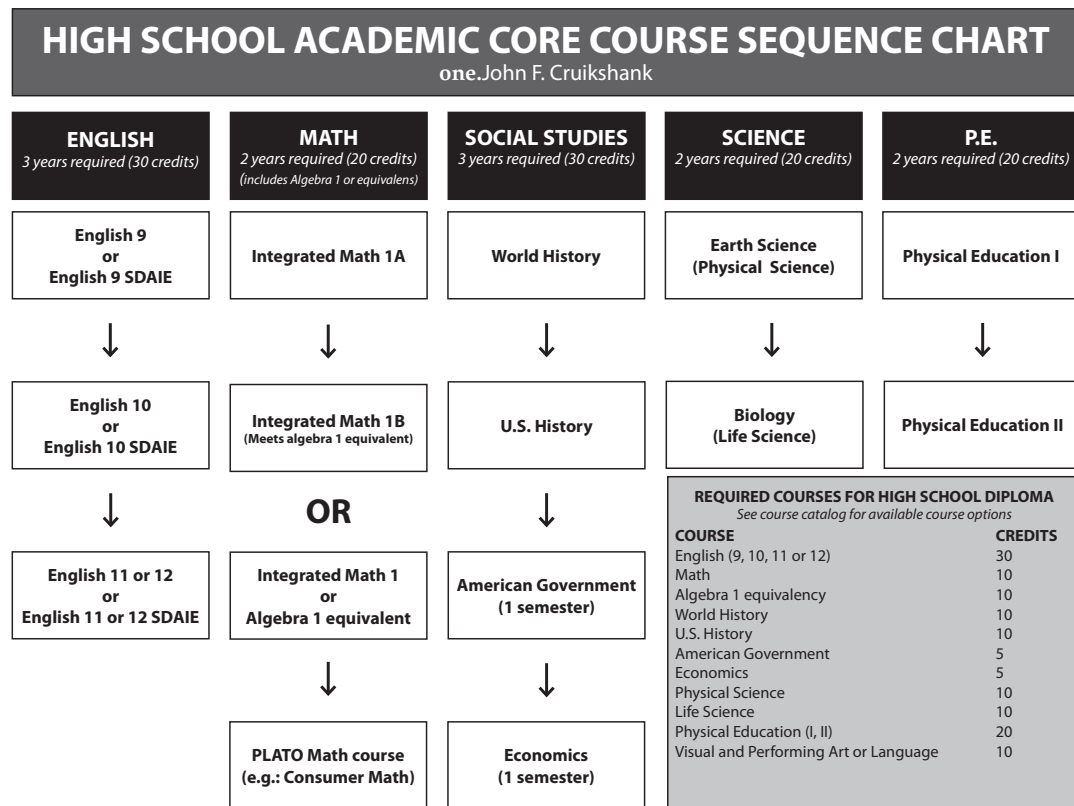
one.Charter Career Readiness Academy  
 one.Charter Come Back Kids  
 San Joaquin Building Futures Academy





## FOUR YEAR GRADUATION PLAN

one.John F. Cruikshank\*



\*Based on legislation. Please refer to the student handbook for more information





**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
James A. Mousalimas, County Superintendent of Schools

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## GRADUATION BY EXPLORATION

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Students who graduate from the **one**.Program Community Schools or the **one** Charter Academy of Visual and Performing Arts must demonstrate mastery of the following areas through their Graduation by Exploration (GBE). The GBE is the final requirement for graduation and provides each student an opportunity to: reflect on his/her academic and personal growth; demonstrate an understanding of the roles and responsibilities of community citizenship; articulate goals for the future; identify personal strength, passions, and interests; and communicate that he or she is “Ready for the World.” It is also a time for family and friends to share in the celebration. Students are guided through the development of their GBE by an advisor and a chairperson through a series of benchmarks and rehearsals, which culminates in a presentation before a minimum five-person panel. Students are to reflect on their SLOs as well as the following criteria:

- The Concept of **one**.<sup>®</sup>
- Inquiry
- Community Contribution
- Work/Post-graduation Plan
- Personal Awareness - Physical/Personal Quest
- Personal Celebration

A GBE can be presented at any time during the school year. The presentation is held at a location convenient to the participant which is usually the student’s school site. Students select and invite GBE panel members with the assistance of their advisor. GBE panel members include the advisor, school administrator, student representative, an SJCOE representative, and one community member. Students may also invite family and friends to attend the GBE presentation. The duration of the presentation ranges from 30 to 90 minutes. Students may present their GBE through various media including visual displays, auditory orations, audiovisual technology, and multimedia productions.

The Senior GBE Handbook, outlining the process, is available at:  
<http://www.sjcoe.org/AltEd/StudentResources.aspx>



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## GRADING POLICY

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### Contracted Learning School Sites (Independent Study)

Students attending a contracted learning site can expect to receive 1.5 credits per week if all coursework is completed and satisfies the requirement for a passing mark. Credits will not exceed 15 credits per grading period (18 credits per grading period at San Joaquin Building Futures Academy) unless the student successfully completes credit recovery units. Students enrolled for one week or more will receive a letter grade. Letter grade and percentage equivalency is below.

### Daily School Sites

Students attending daily sites will be awarded a maximum of 15 credits per grading period if all coursework is complete and satisfies the requirement for a passing mark. Students who attend three weeks or more and demonstrate course competency will receive a grade in the courses enrolled. Students enrolled less than one week will not earn credits.

90% and above	= A
89% to 80%	= B
79% to 70%	= C
69% to 60%	= D
59% to 0	= F (no credits earned)



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## COLLEGE AND CAREER READINESS

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### Two-year Community College Requirements

Students who are interested in attending a two-year community college should work with their teacher and counselor. Admission information for the following local community colleges can be found at:

**Consumnes River College:** <https://www.crc.losrios.edu/services/admissions>

**Modesto Junior College:** <https://www.mjc.edu/student-services/enrollment/admissions/>

**San Joaquin Delta College:** <https://www.deltacollege.edu/department/admissions-records-registration>

Students may need to complete a mandatory skills assessments upon admission.

### College A-G Requirements

Students who plan to attend a University of California (UC) or California State University (CSU) will need to meet the necessary requirements for admission. Courses in the catalog that meet the UC/CSU requirements are designated. At minimum students need to complete:

University of California/California State University  
Minimum College Admissions Requirements:

A-G	Required Course	Years Required
<b>A</b>	Social Science/History (World History, U.S. History)	2 years (3 recommended)
<b>B</b>	English (ELA 9, ELA 10, ELA 11, ELA 12)	4 years
<b>C</b>	Mathematics	3 years (4 recommended)
<b>C</b>	Algebra 1 or equivalent (Integrated Math 1)	1 year
<b>D</b>	Laboratory Science (Physical Science (10), Biological Science (10))	2 years (3 recommended)
<b>E</b>	Language other than English	2 years (3 recommended)
<b>F</b>	Visual and Performing Arts (VPA)	1 year
<b>G</b>	College-Preparatory Elective (American Government (5), Economics (5))	1 year

To learn more about college admission requirements, and for a list of District courses that have been certified by the University of California as satisfying the requirements for admission to the UC and CSU, please see the course directory and refer to:

<https://doorways.ucop.edu/list>.



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## CAREER TECHNICAL EDUCATION

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The **one**.Program strives to offer our students a comprehensive education that prepares them for college and career. Career Technical Education (CTE) is career and workforce preparation for high school students, preparation for advanced training, and the upgrading of existing skills.

CTE provides high school students who are 16 years of age or older with valuable career and technical education so students can: (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; (3) upgrade existing skills and knowledge. Below are the Career and Technical Education courses that are offered to **one**.Program and **one**.Charter students.

### Introduction to Graphic Arts Technology (72100)

Prerequisite	none
Credits	Up to 5 elective
CTE Pathway	Design, Visual, and Media Arts
Term	One semester
This course recruits students into a variety of AME pathways, allowing them to make a more confident decision about which one to pursue.	

### Intermediate Graphics Technology (72110)

Prerequisite	Introduction to Graphic Arts Technology
Credits	Up to 5 elective
CTE Pathway	Design, Visual, and Media Arts
Term	One semester
This course provides students with an in depth experience with digital design tools, processes and systems common to careers in graphic arts and digital production. Career examination and skill building include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production.	



**Graphic Design I & II (72120)**

Prerequisite	Intermediate Graphics Technology
Credits	Up to 5 elective
CTE Pathway	Design, Visual, and Media Arts
Term	One semester
<p>These courses provide students with an in depth understanding of digital design tools, processes and systems common to careers in graphic arts and digital production. Close examination of topics include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production. This course serves as the Capstone course to Graphic Design.</p>	

**Introduction to Building Construction (73400)**

Prerequisite	None
Credits	Up to 5 elective
CTE Pathway	Residential and Commercial Construction
Term	One semester
<p>This course provides students with an overview of the building and construction trades sector, which emphasizes processes, systems, and the way in which structures are built. It also provides students with insight into the different pathways available within the sector and the different career opportunities associated with each pathway.</p>	

**Construction Technology (73410)**

Prerequisite	None
Credits	Up to 5 elective
CTE Pathway	Residential and Commercial Construction
Term	One semester
<p>This course will build on foundational skills attained in the introductory course(s). Students will learn the impact of financial, technical, environmental, and labor trends on the construction industry. They will gain competence in</p>	



mathematical calculations that are used in the trades, and interpret technical drawings and schedules. The course will cover techniques for proper site preparation and foundation layout. Students will gain competence in carpentry skills that prepare them to lay out, fabricate, erect, install and repair wooden structures and fixtures. Topics covered may also be: framing, installing drywall and interior/exterior finishes, building walls and partitions, and installing roof systems, floors and floor coverings, and electrical wiring. Students will learn to integrate and employ sustainable construction practices.

### Sports Medicine I (42530)

Prerequisite	None
Credits	5 elective
CTE Pathway	Healthcare Operational Support Services
Term	One semester
<p>This concentrator course is designed to provide students specific content knowledge and skills within the Healthcare Operational Support pathway. Courses are aligned to the basic knowledge levels necessary to learn and recognize word roots, prefixes, and suffixes used in medical language, understand the prevention, wellness, and disease process, and the associated skill application consistent with the Mental and Behavioral Health pathways scope and practice in either direct or indirect client/patient services including short term certifications such as cardiopulmonary resuscitation, and automated external defillation.</p>	

### Sports Medicine II (42840)

Prerequisite	Sports Medicine I
Credits	5 elective
CTE Pathway	Healthcare Operational Support Services Prep
Term	One semester
<p>This capstone course prepares students within a specific career in the various areas of Healthcare Operational Support that will enable them to complete the requirements for licensure, certification, or other industry recognized credentials; or students are prepared to enter into postsecondary education or training programs in the selected Healthcare Operational Support pathway. If applicable, course content will provide the knowledge and skills consistent with</p>	





legislative requirements and the level of proficiency to perform skills within their identified scope of practice specific to employment.

### Culinary Arts I (80200)

Prerequisite	None
Credits	5 elective
CTE Pathway	Food Service and Hospitality
Term	One semester
<p>This concentration course prepares students for employment in occupations in hospitality, tourism, and recreation. Instruction includes providing hospitality services in diverse settings to meet the needs of a wide variety of clients; eco-tourism; guest services; geography of the continents; customs and culture of countries as tourist destinations; special documentation needed for international travel; planning events to client specifications; recreational opportunities related to on- site and off-site attractions; and environmental and ecological principles.</p>	

### Culinary Arts II (80210)

Prerequisite	None
Credits	5 elective
CTE Pathway	Food Service and Hospitality
Term	One semester
<p>This capstone course prepares students for employment in occupations in the food science and technology, dietetics, and nutrition industries. Instruction includes meeting nutritional and dietary needs; planning, selecting, purchasing and preparing of food to conserve nutrients; operational procedures; food safety and sanitation; using dietary and food guidelines to plan healthy diets; food preferences; data and statistics; and marketing. Students develop skills to utilize nutritional knowledge in preparing, inspecting, and serving meals to people with special counseling under the direction of a dietetic technician or professional dietitian; identifying qualities of various foods; collecting and testing food samples as directed; recording and comparing test results; purchasing and maintaining laboratory supplies and inventory.</p>	



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## COURSE DIRECTORY

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1.	English.....	27-31
2.	English Language Development (ELD).....	32-35
3.	History/Social Studies.....	36-39
4.	Language other than English.....	40
5.	Mathematics.....	41-45
6.	Physical Education.....	46-47
7.	Science.....	48
8.	Visual and Performing Arts.....	49
9.	Other Electives.....	50-57



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## ENGLISH

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### English 9 (22011)

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
<p>This core Language Arts course is intended for first year high school students and integrates literature, informational text, writing, grammar, mechanics, speaking and listening, vocabulary development, reading skills, and study skills. Students will learn writing as a process and use the WRITE approach to integrate reading, writing and academic oral language as a means for improving communication skills. Students will analyze sequence of plot and the author's choices of words, sentences, and paragraphs in a short story, as well as determine the point of view and the central idea of the narrative. Students will demonstrate their understanding of literary elements through narrative writing. English learner students will receive integrated ELD support. Meets graduation requirement.</p>	

### English 9 A/B (22011E) *Adopted from Edmentum, Inc*

Prerequisite	English 8 (required)
Credits	10 English
CSU/UC Category	B
Term	Two semesters
<p>English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.</p>	

### English 10 (22012)

Prerequisite	None
Credits	10 English
CSU/UC Category	None



Term	Two semesters
<p>This core Language Arts course continues the concepts learned in English 9. The course integrates literature, informational text, writing, grammar, mechanics, speaking and listening, vocabulary development, reading skills, and study skills. Students will learn writing as a process and use the WRITE approach to integrate reading, writing and academic oral language as a means for improving communication skills. Students will analyze sequence of plot and the author's choices of words, sentences, and paragraphs in a short story, as well as determine the point of view and the central idea of the narrative. Students will demonstrate their understanding of literary elements through narrative writing. English learner students will receive integrated ELD support. Meets graduation requirement.</p>	

**English 10 A/B (22012E)** *Adopted from Edmentum, Inc*

Prerequisite	English 9 (required)
Credits	10 English
CSU/UC Category	B
Term	Two semesters
<p>This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.</p>	

**English 11 (22013)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
<p>This core literature-based program integrates the study of literature with writing, speaking, and listening. Students will learn writing as a process. Students will learn writing as a process and use the WRITE approach to integrate reading, writing and academic oral language as a means for improving communication skills. Students will analyze sequence of plot and the author's choices of words, sentences, and paragraphs in a short story, as well as determine the point of</p>	



view and the central idea of the narrative. Students will demonstrate their understanding of literary elements through narrative writing. Senior graduation requirements may be embedded in this course. English learner students will receive integrated ELD support. Meets graduation requirement.

**English 11 A/B (22013E)** *Adopted from Edmentum, Inc*

Prerequisite	English 10 (required)
Credits	10 English
CSU/UC Category	B
Term	Two semesters
<p>English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.</p>	

**English 12 (22014)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
<p>This core literature-based program is offered to 12<sup>th</sup>-grade students and integrates the study literature with writing, speaking, and listening. Students will learn writing as a process and use the WRITE approach to integrate reading, writing and academic oral language as a means for improving communication skills. Students will analyze sequence of plot and the author’s choices of words, sentences, and paragraphs in a short story, as well as determine the point of view and the central idea of the narrative. Students will demonstrate their understanding of literary elements through narrative writing. Senior graduation requirements are embedded in this course. English learner students will receive integrated ELD support. Meets graduation requirement.</p>	

**English 12 A/B (22014E)** *Adopted from Edmentum, Inc*

Prerequisite	English 11 (required)
Credits	10 English
CSU/UC Category	B
Term	Two semesters
<p>In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and pretests allow students to focus on content that they have yet to master.</p>	

**English Composition\* (22015)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters/Two terms
<p>This course utilizes SpringBoard and the WRITE approach to integrate reading, writing and academic oral language as a means for improving communication skills. Students will analyze sequence of plot and the author's choices of words, sentences, and paragraphs in a short story, as well as determine the point of view and the central idea of the narrative. Students will demonstrate their understanding of literary elements through narrative writing. Additionally, students will plan and write an argumentative essay and will have the opportunity to be published in a weekly/bi-weekly newspaper.</p> <p><b>Language Skills:</b> Students broaden their composition skills by examining model essays in various genres by students and published writers. Through journaling, students hone their writing skills every day with literary responses as well as in-depth planning, organizing, drafting, revising, proofreading, and publishing formal essays. Students build on their grammar, usage, and mechanics skills with in depth study of sentence analysis and structure, agreement, and punctuation.</p> <p>Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.</p> <p>*Course is only offered at Discovery Challenge Academy</p>	



**English Literature\* (22016)**

Prerequisite	None
Credits	5 English
CSU/UC Category	None
Term	Two semesters/Two terms
In DCA English Literature, students will be reading several literature novels, short stories, poetry, as well as non-fiction publications. Students will be learning to analyze readings for literary components such as theme, conflict, tone, figurative language, and other elements of literature while using the character-based literature curriculum. Various novels by American authors will be read by the students. Through this class the students will have many opportunities to read a variety of pieces of literature in hopes to broaden their enjoyment of reading. *Course is only offered at Discovery Challenge Academy	



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## ENGLISH LANGUAGE DEVELOPMENT (ELD)

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The following courses are Designated ELD instruction courses.

### ELD 9 (22141)

Co-requisite	None
Credits	10 elective
CSU/UC Category	None
Term	Two semesters
<p>This course focuses on speaking and listening skills for English learner students who are enrolled in English 9. This course helps students develop basic interpersonal communication skills and basic writing skills. This course focuses on listening, speaking, reading, and writing skills of the second language learners. Students read and write at a level that will enable them to participate effectively in all subject areas of the school's instructional program. Students will receive ELD integrated support in the English course they are enrolled in, concurrently.</p>	

### ELD 10 (22142)

Prerequisite	None
Credits	10 elective
CSU/UC Category	None
Term	Two semesters
<p>This course is designed for students who are enrolled in English 10. This course increases the English listening, speaking, reading and writing skills of the second language learners. Students read and write at a level that will enable them to participate effectively in all subject areas of the school's instructional program. Students will receive ELD integrated support in the English course they are enrolled in, concurrently.</p>	

### ELD 11 (22143)

Prerequisite	None
Credits	10 elective
CSU/UC Category	None





Term	Two semesters
<p>This course is designed for students who are enrolled in English 11. This course increases the English listening, speaking, reading and writing skills of the second language learners. Students read and write at a level that will enable them to participate effectively in all subject areas of the school's instructional program. Students will receive ELD integrated support in the English course they are enrolled in, concurrently.</p>	

**ELD 12 (22144)**

Prerequisite	None
Credits	10 elective
CSU/UC Category	None
Term	Two semesters
<p>This course is designed for students enrolled in English 12. Students acquire sophisticated academic and communicative vocabulary, sentence structure, read non-fiction and fictional text and participate in academic writing and analysis. Students will receive ELD integrated support in the English course they are enrolled in, concurrently.</p>	



The following courses are Integrated ELD instruction courses.

**English 9 – SDAIE (22151)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
<p>Taught using SDAIE strategies, this core Language Arts course integrating literature, informational text, writing, grammar, mechanics, speaking and listening, vocabulary development, reading skills and study skills. Meets Graduation Requirement.</p>	

**English 10 – SDAIE (22152)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
<p>Taught using SDAIE strategies, this core Language Arts course integrating literature, informational text, writing, grammar, mechanics, speaking and listening, vocabulary development, reading skills and study skills. Meets Graduation Requirement.</p>	

**English 11 – SDAIE (22153)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
<p>Taught using SDAIE strategies, this core literature-based program integrating the study of literature with writing, speaking and listening. Meets Graduation Requirement.</p>	



**English 12 – SDAIE (22154)**

Prerequisite	None
Credits	10 English
CSU/UC Category	None
Term	Two semesters
Taught using SDAIE strategies, this core literature-based program integrating the study literature with writing, speaking and listening. Senior graduation requirements are embedded in this course. Meets Graduation Requirement.	



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## HISTORY / SOCIAL SCIENCE

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### American Government (21014)

Prerequisite	Students should be in 11 <sup>th</sup> - or 12 <sup>th</sup> grade
Credits	5 American Government
CSU/UC Category	none
Term	One semester
<p>This one-semester course that develops an understanding of the institutions of American government, including the Constitution; democracy, the relationship between citizens and governments; the three branches of government and the checks and balances between them; the relationships between federal, state, and local governments and landmark Supreme Court Decisions. Students will learn about the legislative, executive, and judicial branches of our government, and the powers and limitations that they have. Students will learn about their individual rights guaranteed in the Bill of Rights, as well as limitations on those rights. Students will learn and understand the basics of the civil and criminal law, as well as the responsibilities of citizenship. Meets Graduation Requirement.</p>	

### American Government (21014E) *Adopted from Edmentum, Inc.*

Prerequisite	World History (recommended)U.S. History (recommended)
Credits	5 American Government
CSU/UC Category	A
Term	One semester
<p>The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics. This course is offered to 12<sup>th</sup>-graders.</p>	



### Examining U.S. History through Media Design & Arts (21018)

Adopted from University of California Curriculum Integration (UCCI)

Prerequisite	English 9 (recommended) World History (recommended)
Credits	10 U.S. History
CSU/UC Category	A
Term	Two semesters
<p>This course in U.S. History has been designed to infuse the students with modern technological skills that are applicable to the students of today and workers of tomorrow, within the broad scope of learning of application and design. By developing and applying (10th-11th grade) Career and Technical Education skills in the Media &amp; Design Arts pathway, students, present and demonstrate their (10th-11th grade) social studies knowledge through activities, projects, and assessments that are focused on U.S. History, with an added ability to analyze content in order to articulate and trace connections to other historical events and cultural developments, in the United States and globally. *Course is offered to community school students only.</p>	

### Journey for Justice in America: American Government & Public Services (21019)

Adopted from University of California Curriculum Integration (UCCI)

Prerequisite	English 9 (recommended) World History (recommended)
Credits	10 Civics/American Government
CSU/UC Category	A
Term	Two semesters
<p>Journey for Justice in America provides students with the necessary skills and content knowledge in a standard American Government course, while also allowing them to understand how this knowledge is applied in careers in government services and legal sectors. The foundational American Government concepts students learn in the course also allow them to become informed, active citizens in their respective communities. In this course, students come to understand the principles on which the United States government was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary. *Course is offered to community school students only.</p>	



**U.S. History (21013)**

Prerequisite	None
Credits	10 U.S. History
CSU/UC Category	none
Term	Two semesters
<p>This integrated course develops a greater understanding of American history and society. Themes include economic expansion, movements for social change. This includes the exploration of the U.S. as well as its larger role in the world. Meets Graduation Requirement.</p>	

**U.S. History (21013E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10 U.S. History
CSU/UC Category	A
Term	Two semesters
<p>This course not only introduces students to early US history, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. history.</p>	

**U.S. History and Public Health\* (21017)** *Adopted from University of California Curriculum Integration (UCCI)*

Prerequisite	None
Credits	10 U.S. History
CSU/UC Category	A
Term	Two semesters
<p>The purpose of this course is to analyze the significant periods of U.S. history while building and establishing a foundation of practical knowledge in healthcare applications. Students will study thematic events in history as a pathway to understand the context and scope of public health on both the</p>	



individual level and within the public sector. Students will analyze the cause and effect relationship between events throughout U.S. history, and the country's approach to health and medical care. Examples include the Great Depression and how the U.S. government changed policies to improve the health of the citizens as well as the impact of the Civil and World Wars and how battlefield medicine improved healthcare of citizens. Students will use their analysis of the integrated curriculum that includes traditional texts, primary source health and history documents, as well as public sources to demonstrate their skills and knowledge in U.S. history through the lens of healthcare. On completion of the course, students will be completing their 11th grade U.S. history requirement while being prepared for the advanced health course in their CTE Health Care pathway.

\*Course is offered to community school students only

### World History (21012)

Prerequisite	None
Credits	10 World History
CSU/UC Category	none
Term	Two semesters
<p>This integrated course develops a greater understanding of the evolution of human society. This course develops an understanding of how political, economic, social, and technological factors combined to create changes in the relationships between peoples and nations. Meets Graduation Requirement.</p>	

### World History Survey (21012E) *Adopted from Edmentum, Inc.*

Prerequisite	English 9 (recommended)
Credits	10 World History
CSU/UC Category	A
Term	Two semesters
<p>In World History Survey, learners will study major historical events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. Topics of study include early civilizations, world religions, the Renaissance, the World Wars, and the globalized world of today.</p>	







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## LANGUAGE OTHER THAN ENGLISH

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### **Spanish 1 A/B (60001E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10 foreign language
CSU/UC Category	E
Term	Two semesters
<p>Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.</p>	

### **Spanish 2 A/B (60002E)** *Adopted from Edmentum, Inc.*

Prerequisite	Spanish 1 (required)
Credits	10 foreign language
CSU/UC Category	E
Term	Two semesters
<p>Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.</p>	



## MATHEMATICS

California Education Code specifies that students must complete at least two courses in mathematics in grades 9 to 12 inclusive. One or a combination of these courses must meet or exceed the rigor of the content standards of Algebra I or Mathematics I.

### **Algebra 1 (23011E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10 Algebra 1
CSU/UC Category	C
Term	Two semesters
<p>This course advances the ability of students to think algebraically, taking them from middle school work with variables and linear equations to the exploration of non-linear function types and more advanced calculations with variable expressions. Students will work with expressions, equations, inequalities, and functions. The course places considerable emphasis on identifying key features of functions in various forms, such as graphs, tables, and equations. It also fosters an understanding of functions as relationships that help people in many walks of life calculate and plan. The course brings these concepts to students in many forms, including interactive graphing, videos of solving problems, and many practice items.</p>	

### **Algebra 2 A/B (23013E)** *Adopted from Edmentum, Inc.*

Prerequisite	Algebra 1 (required)
Credits	10 math
CSU/UC Category	C
Term	Two semesters
<p>This course advances students' ability to think algebraically, taking their earlier work with linear, exponential, and quadratic equations and expanding on it with polynomials and more advanced equation types. Students will work with rational, radical, logarithmic, inverse, and piecewise functions. They will also extend their studies to include systems of equations and inequalities, trigonometry, complex numbers, and statistics. The course emphasizes using these algebraic concepts to solve problems and help people in many walks of life. The course employs many tools to teach students these concepts,</p>	



including interactive graphing, videos that walkthrough problems, and many practice items.

**Consumer Math (23015E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	5 math
CSU/UC Category	none
Term	One semester
<p>This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the real-world activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.</p>	

**Geometry (23012E)** *Adopted from Edmentum, Inc.*

Prerequisite	Algebra 1
Credits	10 math
CSU/UC Category	C
Term	Two semesters
<p>A comprehensive examination of geometric concepts, each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.</p>	

**Integrated Math IA (23037)**

Prerequisite	None
Credits	10 math
CSU/UC Category	none



Term	Two semesters
<p>This year-long course is the first half of the Integrated Math 1 course. The course combines basic principles of algebra, geometry, and statistics. Concepts include: linear equations and inequalities, multiplying binomials, factoring, angles, polygons, circles, perimeter, circumference, area, surface area, volume, trigonometric ratios, analyzing and applying data, experimental and theoretical probability, geometric probability, conjectures, counterexamples, discrete quantities, and matrices. This course, in conjunction with Math 1B meets the algebra high school graduation requirement. Students who take the Integrated Math 1A and 1B sequence will receive 10 credits of math and 10 credits of Algebra 1 equivalent.</p>	

**Integrated Math 1B (23038)**

Prerequisite	Integrated Math 1A or math equivalent
Credits	10 Algebra 1 equivalent
CSU/UC Category	none
Term	Two semesters
<p>This year-long course is the second half of the Integrated Math 1 course. The course combines basic principles of algebra, geometry, and statistics. Concepts include: linear equations and inequalities, multiplying binomials, factoring, angles, polygons, circles, perimeter, circumference, area, surface area, volume, trigonometric ratios, analyzing and applying data, experimental and theoretical probability, geometric probability, conjectures, counterexamples, discrete quantities, and matrices. This course, in conjunction with Math 1A will meet the algebra high school graduation requirement. Students who take the Integrated Math 1A and 1B sequence will receive 10 credits of math and 10 credits of Algebra 1 equivalent.</p>	

**Integrated Math 1 (23415E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10 Algebra 1 equivalent
CSU/UC Category	C
Term	Two semesters
<p>These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses</p>	



are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

**Integrated Math 2 (23416E)** *Adopted from Edmentum, Inc.*

Prerequisite	Integrated Math 1 or equivalent (required)
Credits	10 math
CSU/UC Category	C
Term	Two semesters
<p>Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.</p>	

**Integrated Math 3 (23417E)** *Adopted from Edmentum, Inc.*

Prerequisite	Integrated Math 2 or equivalent (required)
Credits	10 math
CSU/UC Category	C
Term	Two semesters
<p>Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.</p>	

**Pre-Algebra (73211E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10 math



CSU/UC Category	None
Term	Two semesters
<p>This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.</p>	

**Probability & Statistics (23418E)** *Adopted from Edmentum, Inc.*

Prerequisite	Algebra 2 or equivalent (required)
Credits	10 math
CSU/UC Category	C
Term	Two semesters
<p>This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.</p>	



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## PHYSICAL EDUCATION

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### Physical Education I (57011)

Prerequisite	None
Credits	10
CSU/UC Category	none
Term	Two semesters
<p>This course focuses on developing a healthy lifestyle, the human body, teamwork, physical fitness and nutrition. Students are required to participate and learn the rules of multiple types of physical activities. Meets Graduation Requirement.</p>	

### Physical Education II (57012)

Prerequisite	Physical Education I
Credits	10
CSU/UC Category	none
Term	Two semesters
<p>This course focuses on developing a healthy lifestyle, the human body, teamwork, physical fitness and nutrition. Students are required to participate and learn the rules of multiple types of physical activities. Meets Graduation Requirement</p>	

### Physical Education III (57013)

Prerequisite	Physical Education II
Credits	10
CSU/UC Category	none
Term	Two semesters
<p>This course focuses on developing a healthy lifestyle, the human body, teamwork, physical fitness and nutrition. Students are required to participate and learn the rules of multiple types of physical activities. Meets Graduation Requirement</p>	



**Physical Education IV (57014)**

Prerequisite	Physical Education III
Credits	10
CSU/UC Category	none
Term	Two semesters
This course focuses on developing a healthy lifestyle, the human body, teamwork, physical fitness and nutrition. Students are required to participate and learn the rules of multiple types of physical activities. Meets Graduation Requirement	





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## SCIENCES

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### Biological Science (24012)

Prerequisite	None
Credits	10 biological science
CSU/UC Category	none
Term	Two semesters
<p>This course is a study of the major topics in the life sciences that include: the cell and molecular biology, biochemistry, bioenergetics, genetics, biosystematics, evolution, and the role of human beings in their natural environment. Students will explore various aspects of science through activities, laboratory experiments, content rich text and other mixed media sources. Topics will be covered using cross-cutting concepts in accordance with Next Generation Science Standards. Meets graduation requirement.</p>	

### Physical Science (24015)

Prerequisite	None
Credits	10 physical science
CSU/UC Category	none
Term	Two semesters
<p>This course studies matter and energy, physical and chemical change, mechanics and types of energy. Students will explore various aspects of science through activities, laboratory experiments, content rich text and other mixed media sources. Topics will be covered using cross-cutting concepts in accordance with Next Generation Science Standards. Meets graduation requirement.</p>	



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## VISUAL AND PERFORMING ARTS (VAPA)

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### Visual and Performing Arts (26011)

Prerequisite	None
Credits	10 visual and performing arts
CSU/UC Category	none
Term	Two semesters
This course explores a broad range of historical and contemporary works, artifacts, environments and mediums of expressions. Students will study each subject in its historical context, analyze the works and will be given opportunities to explore their own expression in a variety of mediums. Meets graduation requirement.	



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## OTHER ELECTIVES

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### Academic Support (90041)

Prerequisite	None
Credits	5 elective
CSU/UC Category	none
Term	One semester
<p>The purpose of this course is to provide the necessary study skills and academic guidance to successfully complete courses, in addition to receiving instruction and practice in basic academic skills. Each student will receive individual assistance and guidance in the work that he/she completes for his/her academic courses.</p>	

### California Computer Programming I A (77100E) *Adopted from Edmentum, Inc.*

Prerequisite	Algebra 1 (required) English 9 (required)
Credits	5 math elective
CSU/UC Category	G
Term	One semester
<p>Part of the Courseware Career and Technical Education (CTE) Library, Computer Programming combines engaging online and offline activities in a rigorous one-semester course for your high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.</p>	

### Career Exploration (77231E) *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	5
CSU/UC Category	none



Term	One semester
<p>Students enrolled in this course are given a variety of career-related assessments to help them become aware of their career preferences. Data from these assessments will assist students in exploring and researching the world of work and identifying career pathways of interest. While students explore careers, they will demonstrate an understanding of how accurate and current labor market information is necessary for successful career planning and management. This course is a graduation requirement for CRA students.</p>	

**Career Readiness (77532E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	5
CSU/UC Category	none
Term	One semester
<p>Students enrolled in this course will develop and practice workplace readiness skills, demonstrate job-seeking skills such as resume writing and interviewing, and learn the process for setting and achieving personal and professional goals. Students will also be introduced to basic concepts of financial literacy to help them manage their personal finances. Students will be required to prepare for and participate in the employment interview process. This course is a graduation requirement for CRA students.</p>	

**Career Inquiry (77533E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	5
CSU/UC Category	none
Term	One semester
<p>In the classroom setting, students enrolled in this course are given a variety of career-related assessments to help them become aware of their career preferences. Data from these assessments will assist students in exploring and researching the world of work and identifying career pathways of interest. While students explore careers they will demonstrate an understanding of how accurate and current labor market information is necessary for successful</p>	



career planning and management. This course is a graduation requirement for CRA students.

**Civics (1540E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10 elective
CSU/UC Category	G
Term	Two semesters
<p>Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information. Every unit features both factual and conceptual study questions, Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.</p>	

**College and Career Readiness (77534)**

Prerequisite	None
Credits	10
CSU/UC Category	none
Term	Two semesters
<p>Students enrolled in this course will develop and practice workplace readiness skills, demonstrate job-seeking skills such as resume writing and interviewing, and learn the process for setting and achieving personal and professional goals. Students will also be introduced to basic concepts of financial literacy to help them manage their personal finances. Students will be required to prepare for and participate in the employment interview process.</p>	

**Community Service (77550)**

Prerequisite	None
Credits	Up to 20
CSU/UC Category	none
Term	N/A

Students participate in self-selected community service activities. Organization partners must be non-profit organizations who provide a supervisor to verify hours. Students must write a proposal prior to proposed project, receive approval, and provide a reflection of the service provided. Students will receive 1 credit for every 15 hours of service submitted with required assessments and documentation.

**CA Driver’s Education (8502)**

Prerequisite	Must be at least 15 years old
Credits	2.5
CSU/UC Category	none
Term	One quarter
<p>This course will provide students the necessary instruction in driver’s education. Units include driving responsibilities, vehicle systems, rules of the road and safe driving practices, and alcohol and drugs. This course satisfies the state requirement for students between 15 and 18 years old who wish to obtain a provisional driver’s permit. Students enroll in this online course offered through the Department of Motor Vehicles and Aceable Traffic School.</p>	

**Economics (21015)**

Prerequisite	Students should be in 11 <sup>th</sup> - or 12 <sup>th</sup> grade
Credits	5 elective
CSU/UC Category	none
Term	One semester
<p>Economics is a one-semester course in which students learn economic reasoning and concepts and how to apply them to their daily lives. Students will explore the role of the market economy, the role of government and labor in the economy and foundational economic principles and their impacts on the individual and the larger society. Students will understand how buyers and sellers voluntarily interact in markets, and how market prices are set by the interaction of supply and demand. Students will study the interplay between consumption, income, and decision-making, learn to apply buying principles and strategies, and understand their rights and responsibilities as consumers. Meets Graduation requirement.</p>	

**Economics (21015E)** *Adopted from Edmentum, Inc.*

Prerequisite	English 9 (required) U.S. Government (recommended)
Credits	5 elective
CSU/UC Category	G
Term	One semester
<p>This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System. This course is offered to 11th- and 12th-grade students.</p>	

**English Fundamentals (22541)**

Prerequisite	None
Credits	10
CSU/UC Category	none
Term	Two semesters
<p>Students in this class receive additional instruction to help to improve basic reading and writing skills necessary to meet California Standards. This course is taken for elective credit.</p>	

**Health (27851)**

Prerequisite	None
Credits	2.5
CSU/UC Category	none
Term	One quarter
<p>This course is a study of the major topics in health sciences that include health, nutrition, safety and decision making.</p>	

**Insight Intervention (77056)**

Prerequisite	None
Credits	Up to 10 credits



CSU/UC Category	none
Term	One quarter
<p>Students study curriculum focusing on accepting personal responsibility, decision making, physical and emotional health. This intervention course is designed to assist students in developing positive classroom behaviors.</p>	

**Math Fundamentals (23541)**

Prerequisite	None
Credits	10
CSU/UC Category	none
Term	Two semesters
<p>Students in this course receive additional instruction to help improve understanding of math concepts necessary to access curriculum necessary to meet the California math graduation standards. This course is taken for elective credits.</p>	

**Post Residential Action Plan-PRAP\* (77231)**

Prerequisite	None
Credits	5 credits (Career Exploration)
CSU/UC Category	none
Term	One Semester
<p>In the PRAP (Post Residential Action Plan) course students will develop their plan for success for when they have completed the DCA program. Students will devise a clear plan to follow so that they can follow a path for being a productive member of their communities upon graduating from the academy's program. *Course is only offered at Discovery Challenge Academy.</p>	

**Psychology (77057)**

Prerequisite	None
Credits	10 credits
CSU/UC Category	none
Term	Two semesters





This course integrates both abnormal and social psychologies. Students will learn the science of psychology and the scientific process. Students will be introduced to the concepts of implicit and explicit behaviors, the causes and effects of motivation in humans, and environmental factors that influence emotion. Students will also spend time studying different psychological disorders.

**Resiliency and Life Skills (77055)**

Prerequisite	None
Credits	2.5
CSU/UC Category	none
Term	One quarter
<p>Students study curriculum which focusing accepting personal responsibility, decision making, physical and emotional health, peer pressure, drugs, sexuality, relationships and public health and social issues. Developing a healthy lifestyle is the driving force of the course.</p>	

**Teacher’s Assistant (77000)**

Prerequisite	None
Credits	Up to 10
CSU/UC Category	none
Term	Two semesters
<p>This course is intended to provide students with opportunities to grow as individuals and learn to work with people. Throughout the year, students will participate in activities in the classroom to help develop academically and socially. Research indicates that students who are involved at school do well academically as their motivation and time management skills improve. This course will support meaningful student involvement by engaging learners in every facet of the classroom experience to strengthen their commitment to education, community, and democracy. Students will gain knowledge and information in 21st-century skills, listening and speaking, classroom organization, collaboration, and critical thinking. Students will apply to be a Teacher’s Assistant by completing the <a href="#">syllabus agreement</a>. The school counselor, teacher, and site administrator must approve enrollment. Students will sign a contract before enrolling in this course.</p>	

**World Geography A/B (21011E)** *Adopted from Edmentum, Inc.*

Prerequisite	None
Credits	10
CSU/UC Category	G
Term	Two semesters
<p>In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.</p>	



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## ARTICULATED COURSES

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Students who successfully complete the articulated courses may receive college credit at San Joaquin Delta College (SJDC). SJDC awards college credit through the Credit by Examination process to students that complete the high school course according to the articulation agreement. Articulated courses have letter grade requirements. Please speak with your Students that apply for college credit are required to submit their official high school transcript and register at SJDC.

Courses articulated with San Joaquin Delta College:

<b>High School Course</b>	<b>San Joaquin Delta College Course</b>
<b>56220 Graphic Arts Technology-Graphic Communication</b>	GRART 001A Digital Imaging GRART 003A Computer Art
<b>4257 Healthcare Occupations</b>	H S 039 Survey of Health Careers
<b>4273 Introduction to Medical Terminology</b>	H S 036 Medical Terminology
<b>56200 Mechanical Construction I</b>	WELD 088A Introductory Trade Welding
<b>56300 Mechanical Construction II</b>	WELD 088B Beginning Trade Welding



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## ENGLISH LANGUAGE LEARNERS

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The SJCOE English Learner Master Plan can be found at <https://goo.gl/Gh5NWz>. English Learners in the COSP schools and programs are enrolled in courses designed to provide students with the support and curriculum needed to develop the English language. The goal for English learners is to become reclassified as Fluent English Proficient (RFEP) and to meet graduation requirements.

All English learner students receive designated English Language Development (ELD) support and integrated ELD support in their core classes. The designated courses allow English learner students to continue to develop their English language skills.

All English learner students, including reclassified (RFEP) students, are monitored for progress on a yearly basis and for four years after reclassification. If a student shows inadequate progress, further interventions will be identified.

### Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (EC Section 313[f])	LEA Criteria
English Language Proficiency Assessment	Student scores at the early advanced or advanced proficiency level.
Teacher Evaluation	Teacher evaluation of a student's academic English skills and abilities.
Parental Opinion and Consultation	
Comparison of Performance in Basic Skills	Comparison against the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English.



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## COMMON CORE STATE STANDARDS\*

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The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-four states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core.

For years, the academic progress of our nation's students has been stagnant, and we have lost ground to our international peers. Particularly in subjects such as math, college remediation rates have been high. One root cause has been an uneven patchwork of academic standards that vary from state to state and do not agree on what students should know and be able to do at each grade level.

Recognizing the value and need for consistent learning goals across states, in 2009 the state school chiefs and governors that comprise CCSSO and the NGA Center coordinated a state-led effort to develop the Common Core State Standards. Designed through collaboration among teachers, school chiefs, administrators, and other experts, the standards provide a clear and consistent framework for educators.

The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

The standards are:

1. Research- and evidence-based
2. Clear, understandable, and consistent
3. Aligned with college and career expectations
4. Based on rigorous content and application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top performing countries in order to prepare all students for success in our global economy and society

For more information visit the page: <http://www.corestandards.org/>

\*From the Common Core State Standards Initiative webpage

