

# Blue Ridge School

## Core Curriculum Areas

## Availability of Textbooks/Materials

### Reading/Language Arts

*Literature, Timeless Voices, Timeless Themes:*

*Copper*

*Bronze*

*Silver*

Prentice-Hall, Inc. 2002

*Holt Literature: Literature & Language Arts*

*Third Course*

*Fourth Course*

*Fifth Course*

*Sixth Course*

Holt, Rinehart & Winston 2003

*American Literature-* Globe Fearon 2005

*World Literature* - Globe Fearon 1998

*Basic English* - Globe Fearon 2000

### Mathematics

*CA Math Triumphs* – Macmillan/McGraw-Hill 2008

*Connecting to Algebra* – Prentice Hall 2009

*McDougal Littell Algebra Readiness* – McDougal Littell 2008

*Consumer Mathematics* - American Guidance Services, Inc. 1997

*Geometry* - Holt, Rinehart & Wilson 2004

*Pre-Algebra-* Globe Fearon 2001

*Algebra I-* Globe Fearon 2001

*Geometry* - Globe Fearon 2001

### Science

*Holt CA Earth Science* - Holt, Rinehart & Winston 2007

*Holt CA Life Science* - Holt, Rinehart & Winston 2007

*Holt CA Physical Science* - Holt, Rinehart & Winston 2007

*Science Spectrum Physical Science* - Holt, Rinehart & Winston 2007

*Biology* - Prentice Hall 2004

*Concepts and Challenges Physical Science* - Globe Fearon 2003

*Concepts and Challenges Earth Science* - Globe Fearon 2003

*Concepts and Challenges Life Science* – Globe Fearon 2003

### History/Social Science

*History Alive! The Ancient World* – Teacher’s Curriculum Institute, 2006

*History Alive! The Medieval World and Beyond* – Teacher’s Curriculum Institute, 2006

*History Alive! The United States Through Industrialism* – Teacher’s Curriculum Institute, 2006

*World Geography* - Glencoe/McGraw-Hill 2000

*World History, The Human Experience* – NGS, Glencoe-McGraw Hill 2001

*American Odyssey* - McGraw Hill Glencoe 2004

*NTC’s America Government, 2<sup>nd</sup> ed* Roger LeRoy Miller, 1999

*Economics*, Holt, Rinehart and Winston, 2003

*California: A History*, Harlan Davidson, 2008

*World Geography and Cultures* – Globe Fearon, 2002

*World History* – Globe Fearon, 2002

*United States History* – Globe Fearon, 2004

*Economics*, Globe Fearon, 2001

*American Government*, Globe Fearon, 2001

**Foreign Language**

**Health**

*Lifetime Health*, Holt, Rinehart, and Winston 2004.

**Science Laboratory Equipment**

---

# BLUE RIDGE SCHOOL

As per AB816 Chpt. 195 and Fed. Law (20U.S.C.6083), Blue Ridge School is a tobacco and drug free school.

## COURSE OF STUDY OPPORTUNITY & COMMITMENT

operated by

EL DORADO COUNTY OFFICE OF EDUCATION  
Vicki L. Barber, EdD, Superintendent  
6767 Green Valley Road  
Placerville, CA 95667

## TABLE OF CONTENTS

ENGLISH /LANGUAGE ARTS .....	4
HISTORY/SOCIAL SCIENCE .....	9
MATHEMATICS .....	13
SCIENCE .....	16
ELECTIVES .....	19

## MISSION

We are committed to create not only an environment for learning, but a safe atmosphere where positive experiences enrich alternatives and choices.

### Mission Goals

- To assign each student an academic program that best supports their achievement of the state content standards and coordinates their present and future educational needs including passage of the California High School exit Exam (CAHSEE).
- To offer delivery of instruction which accommodates learning differences and integrates with technology.
- To provide self-esteem building learning experiences based upon the acquisition of authentic skills and positive attitudes and behavior.
- To create a safe and productive atmosphere where students learn to interact in a positive manner with others.
- To help students identify their own vocational interests and aptitudes as they then plan a more positive course for their future.
- To enable students to deal effectively with conflict resolution, anger control and appropriate decision-making skills.
- To provide a safe, structured, well-defined instructional program that gives students a clear message that all staff stand firmly together on standards of behavior and academic performance.

---

## ENGLISH-LANGUAGE ARTS

### 0630 English-Language Arts

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (narratives, research, response to literature, and persuasive and expository compositions); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Literature: Timeless Voices, Timeless Themes: Copper* - Prentice-Hall, Inc. 2002

### 0631 Remedial English-Language Arts

This course is designed to cover the domains and strands of English 0630, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Literature: Timeless Voices, Timeless Themes: Copper* – Prentice-Hall, Inc. 2002

### 0730 English-Language Arts

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (fictional or autobiographical narratives, research, response to literature, persuasive structure, grammar, punctuation, capitalization and spelling); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications

*Literature: Timeless Voices, Timeless Themes: Bronze* - Prentice-Hall, Inc. 2002

**0731 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 0730, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Literature: Timeless Voices, Timeless Themes: Bronze* - Prentice-Hall, Inc. 2002  
Supplemental materials as assigned by the Teacher

**0830 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (biographies, autobiographies, short stories or narratives, research, response to literature, and persuasive compositions); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Literature: Timeless Voices, Timeless Themes: Silver* - Prentice-Hall, Inc. 2002

**0831 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 0830, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Literature: Timeless Voices, Timeless Themes: Silver* - Prentice-Hall, Inc. 2002  
Supplemental materials as assigned by the Teacher.

**0930 English-Language Arts**

---

---

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (biographies, autobiographies, short stories or narratives, research, response to literature, and persuasive compositions); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Holt Literature and Language Arts (Third Course)* – Holt, Rinehart & Winston 2003

### **0931 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 0930, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Holt Literature and Language Arts (Third Course)* – Holt, Rinehart & Winston, 2003  
*Basic English* - Globe Fearon 2000

### **1030 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (biographical, autobiographical narratives or short stories, response to literature, persuasive compositions, expository compositions, business letters, and technical documents); **Written and Oral English Language Conventions:** (grammar and mechanics of writing, and manuscript form); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Holt Literature & Language Arts (Fourth Course)* – Holt, Rinehart & Winston 2003

### **1031 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 1030, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Holt Literature & Language Arts (Fourth Course)* – Holt, Rinehart & Winston, 2003  
*Basic English* - Globe Fearon 2000

### **1130 English-Language Arts**

---

---

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (fictional, biographical or autobiographical narratives, response to literature, reflective compositions, historical investigation reports, job applications and resumes, and multimedia presentations); **Written and Oral English Language Conventions:** (demonstrate control of grammar, diction, paragraph and sentence structure, produce legible work, and accurate spelling, punctuation, capitalization and manuscript form); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Holt Literature & Language Arts (Fifth Course)* – Holt, Rinehart & Winston 2003

### 1131 Remedial English-Language Arts

This course is designed to cover the domains and strands of English 1130, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*American Literature* – Globe Fearon 2005

*Basic English* - Globe Fearon 2000

### 1230 English-Language Arts

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (fictional, biographical or autobiographical narratives, response to literature, reflective compositions, historical investigation reports, job applications and resumes, and multimedia presentations); **Written and Oral English Language Conventions:** (demonstrate control of grammar, diction, paragraph and sentence structure, produce legible work, and accurate spelling, punctuation, capitalization and manuscript form); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications

*Holt Literature & Language Arts (Sixth Course)* – Holt, Rinehart & Winston 2003

### 1231 Remedial English-Language Arts

---

This course is designed to cover the domains and strands of English 1230, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*World Literature* – Globe Fearon 1998

*Basic English* - Globe Fearon 2000

---

## HISTORY - SOCIAL SCIENCE

### **0640 World History and Geography: Ancient Civilizations**

Students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

*History Alive! The Ancient World* – Teacher’s Curriculum Institute 2006

### **0740 World History and Geography: Medieval and Early Modern Times**

Students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. They assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

*History Alive! The Medieval World and Beyond* – Teacher’s Curriculum Institute 2006

### **0840 United States History and Geography: Growth and Conflict**

Students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. They learn about the challenges facing the new nation, with an emphasis on the clauses, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

*History Alive! The United States Through Industrialism* – Teacher’s Curriculum Institute 2006

**0940 Geography**

Provides an orderly progression through geographic concepts and information. The five fundamental themes in geography: location, place, human environment interaction, movement and region are interwoven into each chapter. The student should become a person, who sees meaning in the arrangement of things in space; who sees relations between people, places, and environments; who uses geographical skills; and who applies spatial and ecological perspectives to the life situations.

*World Geography* - Glencoe/McGraw-Hill 2000  
*World Geography & Culture* – Globe Fearon 2002

**1040 World History, Culture, and Geography: The Modern World**

Students will examine major turning points in the shaping of the modern world, from the late eighteenth century, to the present. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They will extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives.

*World History, The Human Experience* – NGS, Glencoe-McGraw Hill 2001

**1041 World Studies**

This course is designed to meet the content of World History 1040, but with the use of instructional materials which are appropriate for the students identified level of comprehension and ability.

*Pacemaker World History* - Globe Fearon 2002  
Supplemental materials as assigned by the Teacher.

**1140 United States History and Geography: Continuity and Change in the Twentieth Century**

Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students will consider the major social problems of our time and trace their causes in historical events. They will learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students will understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

*American Odyssey* - McGraw Hill Glencoe 2004

**1141 United States Studies**

This course is designed to meet the content of United States History 1140 but with the use of instructional materials which are appropriate for the student's identified level of comprehension and abilities.

*Pacemaker US History* - Globe Fearon 2002  
Supplemental materials as assigned by the Teacher.

**1142 California History**

This course covers the study of the history and geography of California from its first inhabitants to the present. Highlights of this course include Spanish and Mexican Colonialism, the American conquest and California's growth and influences from statehood to the present.

*California: A History* - Harlan Davidson 2008

**1240 Government**

Students will compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*.

*NTC's America Government*, 2<sup>nd</sup> edition – Roger LeRoy Miller 1999  
*Pacemaker American Government* - Globe Fearon 2001

**1241 Principles of Economics**

Students will master fundamental economics concepts, applying the tools (graphs, statistics, and equations) from the other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

*Economics* - Holt, Rinehart and Winston 2003  
*Economics* - Globe Fearon 2001

---

## MATHEMATICS

### Grade Six - Eight

#### 0610 General Math

This course covers the following concepts/skills set forth by the California content standards: Number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning.

*CA Math Triumphs*- Macmillan/McGraw-Hill 2008

#### 0710 General Math

This course covers the following concepts/skills set forth by the California content standards: Factoring of numerators and denominators, properties of exponents, Pythagorean theorem, computing the length of an unknown side, surface area and volume of basic three-dimensional objects, conversions between fractional numbers (fractions, decimals, and percents) computing simple and compound interest, graph linear functions and understand the idea of slope and its relation to ratio.

*Connecting to Algebra*- Prentice Hall 2009  
Supplemental materials as assigned by the Teacher.

#### 0811 Remedial Math

This course covers California content standards of Math 0810, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*CA Math Triumphs*- Macmillan/McGraw-Hill 2008  
*Connecting to Algebra*- Prentice Hall 2009  
Supplemental materials as assigned by the Teacher.

---

**0812 Algebra I**

This course covers the following concepts/skills set forth by the California content standards: Real number properties, linear equations and inequalities, exponents, factoring, equations in two variables and quadratic and radical equations. Where appropriate this course may be offered to an eighth grade student.

*McDougal Littell Algebra Readiness* - McDougal Littell 2008

**Grades Nine – Twelve****0910 General Math**

This course is designed for students who need additional practice in basic arithmetic operations and applications in order to be successful learning the content standards for algebra I. The teacher will assign appropriate instructional materials.

Textbook under consideration

**0911 Pre-Algebra**

This course is designed to accommodate students who need further help in passing the math portion of the CAHSEE. Topics will provide in depth work and opportunities to understand concepts necessary to pass the exam.

*Accelerated Math* - Renaissance Learning 2002

**0912 Algebra 1**

This course covers the following concepts/skills set forth by the California content standards: Real number properties, linear equations and inequalities, exponents, factoring, equations in two variables and quadratic and radical equations. Where appropriate this course may be offered to an eighth grade student.

*Algebra 1* - McDougal Littell 2001

*Algebra 1* - Globe Fearon 2001

**1011 Consumer Math**

---

The course covers the concepts/skills needed for a consumer in today's society as well as situations related to employment and certain career choices.

*Consumer Mathematics* - American Guidance Services 1997

### **1012 Geometry**

This course is designed to develop proficiency with such geometric skills as points, lines, planes, measurements, constructions, proofs and theorems. These concepts will be applied to real life situations through problem solving

*Geometry* - Holt, Rinehart and Winston 2004

*Geometry* - Globe Fearon 2003

### **1110 Algebra II**

Special Arrangements will be established with prior school of enrollment for continuation in this course.

## **SCIENCE**

---

**0650 Science—6<sup>th</sup> Grade**

This course focuses on Earth Science. Emphasis is placed on plate tectonics (including the major features of California Geography); forces involved in reshaping the Earth's surface, and movements of thermal energy through the Earth system. Students will also study the exchange of energy and nutrients between organisms in the ecosystems and their environment.

*Holt CA Earth Science – Holt, Rinehart, and Winston 2007*

**0750 Science—7<sup>th</sup> Grade**

This course focuses on Life Sciences. Topics covered include cell biology, genetics and evolution. Structure and function of living systems and the physical principles that apply to them are also stressed. Students will understand concepts of geology that relate to an understanding of the evolution of life on Earth.

*Holt CA Life Science - Holt, Rinehart, and Winston 2007*

**0850 Science—8<sup>th</sup> Grade**

This course focuses on Physical Science. The study of forces, including density and buoyancy, the structure of matter and chemical reactions and the periodic table are all topics covered at this level. In addition, the role of the Earth in the solar system, as well as other astronomical information is presented.

*Holt CA Physical Science - Holt, Rinehart, Winston 2007*

**0950 General Science**

---

---

This course covers the same content standards as the physical science course listed below. Materials used to present this information are delivered at a level more appropriate to the student's level of comprehension and ability.

*Earth Science* - Globe Fearon 2002

*Physical Science* - Globe Fearon 2002

### **0951 Physical Science**

This course is an overview of the concepts relating to physical science. Topics include many principles of physics, including but not limited to: motion, forces and concepts of Newton's laws; principles relating to the conservation of energy and momentum; heat and thermodynamics; waves and electric and magnetic phenomena. This course also addresses chemistry principles including atomic and molecular structure, chemical bonds, acids and bases, solutions, organic chemistry and nuclear processes. Earth science is addressed, including the Earth's place in the universe, dynamic Earth processes, biogeochemical cycles, California geology and others.

*Science Spectrum Physical Science* – Holt, Rinehart, and Winston 2004

### **1050 Biology**

Life science is a course that includes the study for cellular biology, genetics, ecology evolution and physiology.

*Biology* - Prentice Hall 2004

### **1051 Life Science**

---

This course includes the same content standards as the Biology course listed above. Materials used to present this information are at a level more appropriate to the student's level of comprehension and ability.

*Globe Life Science* - Globe Fearon 2003

### **1320 Health**

This course will include personal care, mental health, nutrition, physical fitness, human development, substance abuse, modern health problems, and first aid. The goal is to encourage students to make wise and safe choices about health issues.

*Lifetime Health* - Holt, Rinehart, and Winston 2004

## **ELECTIVES**

---

---

**1310 Employment Skills**

This course is designed to develop career awareness, workability skills, and career choice strategies and to create an understanding of the individual's role in the economy.

*Entering the World of Work* - Glencoe, McGraw Hill 2006

*Succeeding in the World of Work* - Glencoe, McGraw Hill 2006

**1314 Computer Tech**

This course is designed to provide students with a basic understanding of computer applications such as databases, desktop publishing and word processing.

*Computer Literacy* - Globe Fearon 2001

**1315 Basic Visual Art**

Students will perceive and respond to works of art; objects in nature and events and environment using the vocabulary for the visual arts to express their observations. They will analyze the role and development of visual arts in past and present world cultures, noting human diversity; make judgments about works in visual arts and connect and apply what they have learned to other art forms, subject areas and careers for the development of aesthetic appreciation.

*Introducing Art* - Glencoe McGraw-Hill 1999

Supplemental materials as assigned by the Teacher.

**1318 Physical Education**

Physical Education is offered daily. Activities are limited to wall ball and walking, with a focus on sportsmanship.

**1321 Life Skills / Choices**

This course focuses on health issues related to drugs, alcohol, and tobacco, knowing yourself, goal setting, and being able to live independently.

*Exploring Life Skills* - EMC Corporation 1998  
*Skill for Independent Living* - Globe Fearon 2002  
Supplemental materials as assigned by the Teacher.

### **1322 Self Studies**

This course covers issues relating to chemical dependency, health and family education.  
Teacher directed activities

*Adolescent Recovery Plan* - Hazeldon

### **1324 Reading**

This course focuses on reading comprehension, vocabulary-building, language skills, listening comprehension and fluency. Activities for this course are provided through teacher directed activities and whole class instruction.

*Accelerated Reader* - Renaissance Learning Inc. 2002  
Supplemental materials as assigned by teacher

### **1326 Teacher Assistant**

This elective is designed to teach students organizational skills and skills in cooperation and basic communication and job responsibility. Students will practice these skills through the orientation for new students and special teacher assignments.

Teacher directed activities.

### **1327 Family Life**

This course offers an opportunity to develop an understanding of self, others, marriage and parenthood. It stresses skills necessary to communicate effectively and to develop positive relationships.

---

*Relationships and Family Living - EMC Corporation, 1992*

---

# GOLDEN RIDGE SCHOOL

As per AB816 Chpt. 195 and Fed. Law (20U.S.C.6083), Golden Ridge School is a tobacco and drug free school.

## COURSE OF STUDY OPPORTUNITY & COMMITMENT

operated by

EL DORADO COUNTY OFFICE OF EDUCATION  
Vicki L. Barber, EdD, Superintendent  
6767 Green Valley Road  
Placerville, CA 95667

## TABLE OF CONTENTS

ENGLISH /LANGUAGE ARTS .....	4
HISTORY/SOCIAL SCIENCE .....	9
MATHEMATICS .....	13
SCIENCE .....	16
ELECTIVES .....	18

## MISSION

We are committed to create not only an environment for learning, but a safe atmosphere where positive experiences enrich alternatives and choices.

## Mission Goals

- To assign each student an academic program that best supports their achievement of the state content standards and coordinates their present and future educational needs including passage of the California High School exit Exam (CAHSEE).
- To offer delivery of instruction which accommodates learning differences and integrates with technology.
- To provide self-esteem building learning experiences based upon the acquisition of authentic skills and positive attitudes and behavior.
- To create a safe and productive atmosphere where students learn to interact in a positive manner with others.
- To help students identify their own vocational interests and aptitudes as they then plan a more positive course for their future.
- To enable students to deal effectively with conflict resolution, anger control and appropriate decision-making skills.
- To provide a safe, structured, well-defined instructional program that gives students a clear message that all staff stand firmly together on standards of behavior and academic performance.

## ENGLISH-LANGUAGE ARTS

### 0630 English-Language Arts

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (narratives, research, response to literature, and persuasive and expository compositions); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Literature: Timeless Voices, Timeless Themes: Copper* - Prentice-Hall, Inc. 2002

### 0631 Remedial English-Language Arts

This course is designed to cover the domains and strands of English 0630, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Literature: Timeless Voices, Timeless Themes: Copper* - Prentice-Hall, Inc. 2002  
Supplemental materials as assigned by the Teacher.

### 0730 English-Language Arts

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (fictional or autobiographical narratives, research, response to literature, persuasive structure, grammar, punctuation, capitalization and spelling); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Literature: Timeless Voices, Timeless Themes: Bronze* - Prentice-Hall, Inc. 2002

**0731 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 0730, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Literature: Timeless Voices, Timeless Themes: Bronze* - Prentice-Hall, Inc. 2002  
Supplemental materials as assigned by the Teacher.

**0830 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (biographies, autobiographies, short stories or narratives, research, response to literature, and persuasive compositions); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Literature: Timeless Voices, Timeless Themes: Silver* - Prentice-Hall, Inc. 2002  
*Writer's Choice* – Glencoe/McGraw Hill 2001

**0831 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 0830, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Literature: Timeless Voices, Timeless Themes: Silver* - Prentice-Hall, Inc. 2002  
*Writer's Choice* – Glencoe/McGraw Hill 2001  
Supplemental materials as assigned by the Teacher.

**0930 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (biographies, autobiographies, short stories or narratives, research, response to literature, and persuasive compositions); **Written and Oral English Language Conventions:** (sentence structure, grammar, punctuation, capitalization and spelling); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Holt Literature and Language Arts (Third Course)* – Holt, Rinehart & Winston 2003

**0931 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 0930, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Holt Literature and Language Arts (Third Course)* – Holt, Rinehart & Winston 2003  
Supplemental materials as assigned by the Teacher.

**1030 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (biographical, autobiographical narratives or short stories, response to literature, persuasive compositions, expository compositions, business letters, and technical documents); **Written and Oral English Language Conventions:** (grammar and mechanics of writing, and manuscript form); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications.

*Holt Literature and Language Arts (Fourth Course)* – Holt, Rinehart & Winston 2003

**1031 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 1030, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*Holt Literature and Language Arts (Fourth Course)* – Holt, Rinehart & Winston 2003  
Supplemental materials as assigned by the Teacher.

**1130 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (fictional, biographical or autobiographical narratives, response to literature, reflective compositions, historical investigation reports, job applications and resumes, and multimedia presentations); **Written and Oral English Language Conventions:** (demonstrate control of grammar, diction, paragraph and sentence structure, produce legible work, and accurate spelling, punctuation, capitalization and manuscript form); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications. Emphasis on American Literature.

*Holt Literature and Language Arts (Fifth Course)* – Holt, Rinehart & Winston 2003

**1131 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 1130, but with the use of instructional materials which are appropriate for the student's identified level of comprehension. Emphasis on American Literature.

*American Literature* – Globe Fearon 2005  
Supplemental materials as assigned by the Teacher.

**1230 English-Language Arts**

The domains and strands are **Reading:** Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis; **Writing:** Writing Strategies and Writing Applications (fictional, biographical or autobiographical narratives, response to literature, reflective compositions, historical investigation reports, job applications and resumes, and multimedia presentations); **Written and Oral English Language Conventions:** (demonstrate control of grammar, diction, paragraph and sentence structure, produce legible work, and accurate spelling, punctuation, capitalization and manuscript form); **Listening and Speaking:** Listening and Speaking Strategies and Speaking Applications. Literature on British Literature.

*Holt Literature and Language Arts (Sixth Course)* - Holt, Rinehart & Winston 2003

**1231 Remedial English-Language Arts**

This course is designed to cover the domains and strands of English 1230, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability. Emphasis on British Literature.

*World Literature* – Globe Fearon 2006

Supplemental materials as assigned by the Teacher.

## **HISTORY - SOCIAL SCIENCE**

### **0640 World History and Geography: Ancient Civilizations**

Students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

*Ancient Civilizations (CA ed.)* - Pearson Prentice Hall 2006

### **0740 World History and Geography: Medieval and Early Modern Times**

Students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. They assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

*Medieval and Early Modern Times (CA ed.)* - Pearson Prentice Hall 2006

### **0840 United States History and Geography: Growth and Conflict**

Students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. They learn about the challenges facing the new nation, with an emphasis on the clauses, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

*Discovering Our Past: The American Journey to World War I (Gr. 8 CA)* - Glencoe/McGraw 2006

**0940 Geography**

Provides an orderly progression through geographic concepts and information. The five fundamental themes in geography: location, place, human environment interaction, movement and region are interwoven into each chapter. The student should become a person, who sees meaning in the arrangement of things in space; who sees relations between people, places, and environments; who uses geographical skills; and who applies spatial and ecological perspectives to the life situations.

*Geography The World and Its People* - Glencoe/McGraw-Hill 1998

**1040 World History, Culture, and Geography: The Modern World**

Students will examine major turning points in the shaping of the modern world, from the late eighteenth century, to the present. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They will extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives.

*Exploring World History* – Globe Book Company 1994

*Geography The World and Its People* - Glencoe/McGraw-Hill 1998

**1041 World Studies**

This course is designed to meet the content of World History 1040, but with the use of instructional materials which are appropriate for the student's identified level of comprehension and ability.

*World History*, Globe Fearon 2002

*Geography The World and Its People* - Glencoe/McGraw-Hill 1998

Supplemental materials as assigned by the Teacher.

**1140 United States History and Geography: Continuity and Change in the Twentieth Century**

Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state.

Students will consider the major social problems of our time and trace their causes in historical events. They will learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students will understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

*United States History* (Foundation Series) - Globe Fearon, Inc. 1999  
*Geography The World and Its People* - Glencoe/McGraw-Hill 1998

**1141 United States Studies**

This course is designed to meet the content of United States History 1140 but with the use of instructional materials which are appropriate for the student's identified level of comprehension.

*United States History* - Globe Fearon, Inc. 2002  
*Geography The World and Its People* - Glencoe/McGraw-Hill 1998  
Supplemental materials as assigned by the Teacher.

**1142 California History**

This course covers the study of the history and geography of California from its first inhabitants to the present. Highlights of this course include Spanish and Mexican Colonialism, the American conquest and California's growth and influences from statehood to the present.

*California: A History*, Harlan Davidson 2008

**1240 Government**

Students will compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*.

*Magruder's American Government*, Prentice Hall 2006  
*American Government*, Globe Fearon 2001

**1241 Economics**

Students will master fundamental economics concepts, applying the tools (graphs, statistics, and equations) from the other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

*Economics, Principles and Practice*, Glencoe 2008

## MATHEMATICS

### 0610 General Math

This course covers the following concepts/skills set forth by the California content standards: Number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning.

*Holt California Mathematics Course 1* – Holt, Rinehart and Winston 2008  
Supplemental materials as assigned by the Teacher.

### 0710 General Math

This course covers the following concepts/skills set forth by the California content standards: Factoring of numerators and denominators, properties of exponents, Pythagorean theorem, computing the length of an unknown side, surface area and volume of basic three-dimensional objects, conversions between fractional numbers (fractions, decimals, and percents) computing simple and compound interest, graph linear functions and understand the idea of slope and its relation to ratio.

*Holt California Mathematics Course 2-* Holt, Rinehart and Winston 2008  
Supplemental materials as assigned by the Teacher.

### 0811 Remedial Math

This course covers the following concepts/skills set forth by the California content standards: Factoring of numerators and denominators, properties of exponents, Pythagorean theorem, computing the length of an unknown side, surface area and volume of basic three-dimensional objects, conversions between fractional numbers (fractions, decimals, and percents) computing simple and compound interest, graph linear functions and understand the idea of slope and its relation to ratio.

*Holt California Mathematics Course 1* – Holt, Rinehart and Winston 2008  
*Holt California Mathematics Course 2-* Holt, Rinehart and Winston 2008

**0812 Algebra I**

This course covers the following concepts/skills set forth by the California content standards: Real number properties, linear equations and inequalities, exponents, factoring, equations in two variables and quadratic and radical equations.

*Holt California Mathematics* – Holt, Rinehart and Winston 2008

**0910 General Math**

This course is designed for students who need additional practice in basic arithmetic operations and applications. .

*Practical Mathematics* - Holt, Rinehart, Winston 1998

**0911 Pre-Algebra**

This course is designed to accommodate students who need further help in passing the math portion of the CAHSEE. Topics will provide in depth work and opportunities to understand concepts necessary to pass the exam. (EDUHSD uses Algebra A for this course)

*Accelerated Math* – Renaissance Learning 2002

**0912 Algebra 1**

This course covers the following concepts/skills set forth by the California content standards: Real number properties, linear equations and inequalities, exponents, factoring, equations in two variables and quadratic and radical equations.

*AGS Algebra* - American Guidance Service, Inc. 1998

**1011 Consumer Math**

The course covers the concepts/skills needed for a consumer in today's society as well as situations related to employment and certain career choices.

*Consumer Mathematics* - American Guidance Services 1997

**1012 Geometry**

This course is designed to develop proficiency with such geometric skills as points, lines, planes, measurements, constructions, proofs and theorems. These concepts will be applied to real life situations through problem solving.

*AGS Geometry* - American Guidance Service, Inc. 2001

**1110 Algebra II**

Special Arrangements will be established with prior school of enrollment for continuation in this course.

## SCIENCE

### 0650 Science

This course focuses on Earth Science. Emphasis is placed on plate tectonics (including the major features of California Geography); forces involved in reshaping the Earth's surface, and movements of thermal energy through the Earth system. Students will also study the exchange of energy and nutrients between organisms in the ecosystems and their environment.

*Focus on Earth Science (CA ed.) - Pearson Prentice Hall 2008*

### 0750 Science

This course focuses on Life Sciences. Topics covered include cell biology, genetics and evolution. Structure and function of living systems and the physical principles that apply to them are also stressed. Students will understand concepts of geology that relate to an understanding of the evolution of life on Earth.

*Focus on Life Science (CA ed.) - Pearson Prentice Hall 2008*

### 0850 Science

This course focuses on Physical Science. The study of forces, including density and buoyancy, the structure of matter and chemical reactions and the periodic table are all topics covered at this level. In addition, the role of the Earth in the solar system, as well as other astronomical information is presented.

*Focus on Physical Science (CA ed.) - Pearson Prentice Hall 2008*

### 0950 General Science

This course covers the same content standards as the physical science course listed below. Materials used to present this information are delivered at a level more appropriate to the student's level of comprehension and ability.

*Earth Science - Globe Fearon 2002*

*Physical Science - Globe Fearon 2002*

**0951 Physical Science**

This course is an overview of the concepts relating to physical science. Topics include many principles of physics, including but not limited to: motion, forces and concepts of Newton's laws; principles relating to the conservation of energy and momentum; heat and thermodynamics; waves and electric and magnetic phenomena. This course also addresses chemistry principles including atomic and molecular structure, chemical bonds, acids and bases, solutions, organic chemistry and nuclear processes. Earth science is addressed, including the Earth's place in the universe, dynamic Earth processes, biogeochemical cycles, California geology and others.

*Exploring Physical Science* - Prentice Hall 1999

**1050 Biology**

This course includes the study for cellular biology, genetics, ecology evolution and physiology.

*Biology* - Glencoe McGraw Hill 2004

**1051 Life Science**

This course includes the same content standards as the Biology course listed above. Materials used to present this information are at a level more appropriate to the student's level of comprehension and ability.

*Life Science* - Globe Fearon 2002

**1320 Health**

This course will include personal care, mental health, nutrition, physical fitness, human development, substance abuse, modern health problems, and first aid. The goal is to encourage students to make wise and safe choices about health issues.

*Glencoe Health* – Glencoe McGraw-Hill 2009

---

## ELECTIVES

### **1310 Employment Skills**

This course is designed to develop career awareness, workability skills, and career choice strategies and to create an understanding of the individual's role in the economy.

*Succeeding In The World of Work* – Glencoe 2006

### **1314 Computer Tech**

This course is designed to provide students with a basic understanding of computer applications such as databases, desktop publishing and word processing.

*Computer Literacy* - Globe Fearon 2001

### **1315 Basic Visual Art**

Students will perceive and respond to works of art; objects in nature and events and environment using the vocabulary for the visual arts to express their observations. They will analyze the role and development of visual arts in past and present world cultures, noting human diversity; make judgments about works in visual arts and connect and apply what they have learned to other art forms, subject areas and careers for the development of aesthetic appreciation.

*Introducing Art* - Glencoe McGraw-Hill 1999  
Supplemental Material as assigned by the Teacher

### **1318 Physical Education**

Physical Education is offered daily. Activities are limited to wall ball and walking, with a focus on sportsmanship.

**1321 Life Skills**

This course focuses on health issues related to drugs; alcohol and tobacco; issues that relate to school safety; skills specific to independent living.

*Skills For Independent Living* – Globe Fearon 2002

*Exploring Life Skills* – EMC Corp. 1998

*Toward No Drug Abuse (TND)* - University of Southern California 2004

*Intervening With Teen Tobacco Users* - Tobacco Education Group (TEG) 2000

*Positive Action* - Positive Action, Inc. 2003

**1322 Self Studies**

This course covers issues relating to chemical dependency, health and family education.

*Adolescent Recovery Plan* - Hazelden

**1324 Reading**

This course focuses on reading comprehension, vocabulary-building, language skills, listening comprehension and fluency. Activities for this course are provided through teacher directed activities and whole class instruction.

*Accelerated Reader* - Renaissance Learning Inc. 2002

Supplemental materials as assigned by Teacher

**1326 Teacher Assistant**

This elective is designed to teach students organizational skills and skills in cooperation and basic communication and job responsibility. Students will practice these skills through the orientation of new students and special teacher assignments.

Teacher directed activities.

**1327 Family Life**

This course offers an opportunity to develop an understanding of self, others, marriage and parenthood. It stresses skills necessary to communicate effectively and to develop positive relationships.

*Relationships and Family Living* - EMC Publishing 1992