

OJUSD Curriculum Prospectus 2025-2026

Grade & Course Title	Curricula	Instructional Aims
OJUSD Elementary Schools – Cloverland, Fair Oaks, Magnolia, & Sierra View		
Transitional Kindergarten	Math: Alive Zoo Handwriting without Tears	The instructional aim is for students to develop fundamental mathematical thinking by mastering one-to-one correspondence when counting up to 10, accurately identifying and describing two- and three-dimensional shapes, and demonstrating an early understanding of measurement and data by sorting, classifying, and comparing objects by attributes like size, color, or weight, thus building the prerequisite skills for formal Kindergarten instruction.
	ELA: Alive Zoo	The instructional aim is for students to develop fundamental oral language and early literacy awareness by actively participating in discussions, demonstrating comprehension of narratives through retelling and answering simple questions, recognizing and naming at least half of the upper- and lower-case letters, and beginning to exhibit phonological awareness by producing rhymes and identifying words that start with the same sound, thereby establishing the crucial linguistic and cognitive groundwork for formal reading instruction.
Kindergarten	Math: Eureka Math	The instructional aim is for students to develop a robust understanding of number sense by demonstrating fluency with counting and cardinality up to 100, accurately comparing and ordering groups of objects and numbers, and applying fundamental concepts of addition and subtraction within 10 to solve real-world problems, as outlined in the California Common Core State Standards for Mathematics.
	ELA: Benchmark Advance	The instructional aim is for students to develop foundational literacy skills by recognizing and naming all upper and

		lower-case letters of the alphabet, identifying the most common sound for each letter, and demonstrating an understanding of basic print concepts (such as left-to-right progression and word separation) to build a foundation for reading and writing proficiency as outlined in the California Common Core State Standards for English Language Arts.
Grade 1	Math: Eureka Math	The primary instructional aim for students is for students to develop and deepen their understanding of addition and subtraction within 20 and to understand and apply place value concepts to two-digit numbers.
	ELA: Benchmark Advance	The primary instructional aim is for students to develop foundational reading skills, including phonics and fluency, and to apply comprehension strategies to both literary and informational texts, while also effectively communicating their ideas through speaking and writing.
	Social Studies: Studies Weekly	The primary instructional aim is for students to develop a foundational understanding of their immediate world, including their family, school, and local community, and to grasp basic concepts of citizenship, history, and geography.
	Science: Inspire Science, McGraw Hill	The primary instructional aim is for students to develop a fundamental understanding of patterns and change in the natural world by engaging in scientific practices and exploring the relationships between light, sound, structures, and growth
Grade 2	Math: Eureka Math	The primary instructional aim is for students to extend understanding of base-ten notation and build fluency with addition and subtraction within 100, to use standard units of measure, and to describe and analyze shapes.
	ELA: Benchmark Advance	The primary instructional aim is for students to read grade-level literary and informational texts with purpose, understanding, and fluency; write clear opinion, narrative, and

		informative pieces with foundational command of English conventions; and effectively engage in collaborative conversations to build and share knowledge.
	Social Studies: Studies Weekly	The primary instructional aim is for students to understand their role in their community and the world by describing how people, events, and geography have shaped their local environment and beyond, and by explaining the importance of civic virtues, basic economic concepts, and diverse cultural contributions.
	Science: Inspire Science, McGraw Hill	The primary instructional aim is for students to engage in scientific inquiry to describe phenomena related to physical science, earth science, and life science, using evidence to develop models, analyze data, and design solutions to real-world problems.
Grade 3	Math: Eureka Math	The primary instructional aim for 3rd grade students in math is developing a conceptual understanding and procedural fluency with multiplication and division within 100, and apply these skills, along with their knowledge of the four operations, to solve two-step, real-world word problems and explain their reasoning, in alignment with the California Common Core Standards.
	ELA: Benchmark Advance	The Students will be able to read narrative and informational texts, identify the main idea and supporting details, make inferences and then use that information to write a clear, organized summary paragraph that includes an introductory topic sentence in alignment with California state standards.
	Social Studies: My World Interactive, Pearson	The primary instructional aim is for 3rd grade students to develop an understanding of how California's geography, natural resources, and historical events have influenced the growth and diversity of its communities. They will explore the stories of the state's first peoples, settlers, and immigrants, and

		learn how cooperation, culture, and innovation have shaped California's identity over time in alignment with the California Common Core Standards.
	Science: Inspire Science, McGraw Hill	The primary instructional aim is for students to develop foundational scientific literacy by actively investigating natural phenomena through hands-on exploration and collaborative inquiry. Students will learn to ask questions, conduct simple experiments, and use evidence to construct explanations about life cycles, forces and motion, and weather patterns, in alignment with the California Next Generation Science Standards (NGSS).
Grade 4	Math: Eureka Math	The primary instructional aim for fourth-grade math focuses on three critical areas. First, developing fluency with multi-digit operations, requiring students to master the concept and procedure for multiplying multi-digit numbers and dividing with multi-digit dividends. Second, extending number sense to include fractions and decimals, by understanding fraction equivalence, performing addition and subtraction of fractions with common denominators, multiplying fractions by whole numbers, and using decimal notation for fractions with denominators of 10 or 100. Third, building a foundation in measurement and geometry by analyzing and classifying geometric figures based on properties like angle measures, parallel and perpendicular lines, and symmetry, in alignment with California Common Core State Standards.
	ELA: Benchmark Advance	The primary instructional aims for fourth grade students include: students will independently read and comprehend literary and informational texts of increasing complexity, drawing on evidence to analyze theme, structure, and point of view. Furthermore, they will compose well-structured, coherent paragraphs and essays for a variety of purposes (e.g., informative, narrative, opinion) that include a clear main idea, supporting details, and effective transitions, while


		demonstrating command of the conventions of standard English grammar and usage, in alignment with the California Common Core State Standards.
	Social Studies: My World Interactive, Pearson	The primary instructional aim for fourth-grade California History aims to trace the state's development, beginning with its diverse geography and natural resources, and how these influenced the location and characteristics of its various Native American cultures before and after European contact. The curriculum then covers the era of Spanish exploration, the establishment of the mission system, and subsequent Mexican rule, leading into the transformative period of the Gold Rush and California's subsequent path to statehood. Finally, students examine key economic, social, and political developments that have shaped modern California into the 20th century, in alignment with California State Standards.
	Science: Inspire Science, McGraw Hill	The primary instructional aim is for students to investigate how energy and information are transferred and how Earth's surface changes over time. Through hands-on experiments and building models, students will learn to use evidence to explain phenomena related to energy, waves, plant and animal structures, and the impact of weathering and erosion, in alignment with the California Next Generation Science Standards (NGSS).
Grade 5	Math: Eureka Math	Students will apply place value understanding and operations with whole numbers, decimals, and fractions to solve multi-step real-world problems, demonstrating fluency, reasoning, and conceptual understanding as emphasized in Eureka Math and the California Common Core State Standards.
	ELA: Benchmark Advance	Students will read and analyze complex literary and informational texts to identify themes, central ideas, and key details while developing academic vocabulary, writing skills,

		and oral communication aligned with the rigor and integrated approach of Benchmark Advance and the California Common Core State Standards.
	Social Studies: My World Interactive, Pearson	Students will explore the development of the United States from early exploration and Native American cultures through the founding of the nation, using historical inquiry, map skills, and critical thinking to understand how geography, economics, government, and culture have shaped American identity.
	Science: Inspire Science, McGraw Hill	Students will be able to develop a model to describe the movement of matter among plants, animals, decomposers, and the environment, demonstrating an understanding of how energy from the sun is transferred through ecosystems.
Grade 6	Math: Eureka Math	The instructional aim is to transition students from arithmetic to algebraic thinking by focusing on proportional reasoning, extending the number system to include rational numbers, and developing the ability to fluently write, interpret, and solve basic equations based on real-world problems, while cultivating a deep command of the Mathematical Practices.
	ELA: Collections, Houghton Mifflin Harcourt	The instructional aim is to guide students in becoming proficient and analytical communicators by engaging with a range of complex literary and informational texts, developing well-supported arguments and narratives, and mastering grade-level academic language and conventions.
	Social Studies: History Alive, Medieval World, TCI	The instructional aim is to analyze the geographic, political, economic, social, and cultural structures of ancient civilizations—beginning with Hominins and including those of Mesopotamia, Egypt, the Indus Valley, China, and Greece—to understand how early human societies developed, interacted, and laid the foundations for modern civilizations.
	Science: Amplify Science	The instructional aim is to develop and use models to explain

		how the cycling of matter and flow of energy connect Earth's systems and living organisms, demonstrating how energy supports metabolism, how genetic information determines traits, and how reproduction ensures the continuity and diversity of life on Earth.
Oakdale Junior High (classes by grade)		
Grade 7	Texts	Instructional Aim
English 7	<i>Collections</i> , Houghton, Mifflin, Harcourt Various novels	The instructional aim for 7th grade English Language Arts is to foster students' ability to read, comprehend, and analyze a variety of complex texts, including literary and informational, while also developing their skills in writing, speaking, and listening to express themselves effectively and thoughtfully. In alignment with the California Common Core State Standards, ELA aims to prepare students for success through active participation in a global society by enhancing their critical thinking and communication abilities.
English 7 Accelerated	<i>Collections</i> , Houghton, Mifflin, Harcourt Various novels	The instructional aim for an accelerated 7th grade Accelerated English Language Arts course is to equip students with advanced skills in reading, writing, speaking, and listening, enabling them to engage deeply and critically with complex, multi-layered texts and produce sophisticated, evidence-based analysis. This curriculum, which uses <i>Collections</i> , Houghton, Mifflin, Harcourt, and various novels, is designed to challenge students to synthesize information from multiple sources, explore nuanced themes, and articulate their understanding through persuasive and creative writing.
Math 7	Eureka Math	Students will develop a deep conceptual understanding of proportional relationships and operations with rational numbers. Through rigorous problem-solving, they will learn to apply these concepts to real-world situations and build a strong foundation for algebraic reasoning in future courses.

Math 7 Accelerated	Eureka Math	Students will be provided with a deep and rapid conceptual understanding of both 7th and 8th-grade Common Core standards, with a strong focus on proportional relationships and algebraic reasoning. Through rigorous and complex problem-solving, students will develop the fluency and critical thinking skills necessary for success in high school algebra and beyond.
World History	<i>History Alive Medieval World, TCI</i>	The overall instructional aim for a 7th grade history class in a California public school is to help students develop an in-depth understanding of world history during Medieval and Early Modern Times (roughly 500-1789 A.D.) by analyzing the geographic, political, economic, religious, and social structures of major civilizations. This is guided by the California History–Social Science Content Standards for Grade Seven.
Life Science	Amplify Science	The instructional aim for 7th-grade Life Science is to investigate real-world phenomena by engaging in the practices of scientists and engineers. Using the Amplify curriculum framework, students will use a Claim, Evidence, and Reasoning (CER) model to construct, critique, and defend scientific arguments as they work to make sense of an anchor phenomenon. This includes Geology, Chemistry, Plate Motion, Phase Change, Rock Transformations, Populations and Resources, and Matter and Energy. There are two Engineering Internships that have students apply their knowledge to Phase Change and Plate Motion, which task students with solving real-world humanitarian problems using different scientific principles.
Life Science Accelerated	Amplify Science	The instructional aim for 7th-grade Life Science is to investigate real-world phenomena by engaging in the practices of scientists and engineers. Using the Amplify curriculum framework, students will use a Claim, Evidence, and Reasoning (CER) model to construct, critique, and defend scientific arguments as they work to make sense of an anchor

		phenomenon. This includes Geology, Chemistry, Plate Motion, Phase Change, Rock Transformations, Populations and Resources, and Matter and Energy. There are two Engineering Internships that have students apply their knowledge to Phase Change and Plate Motion, which task students with solving real-world humanitarian problems using different scientific principles. Additional supporting projects
Physical Education		The goal of this course is to equip students with the knowledge and skills necessary to lead a healthy and active lifestyle. Students will develop their physical fitness through a variety of activities and sports while also learning the principles of teamwork, sportsmanship, and proper nutrition.
Computers		Students in computer applications will focus on building practical skills with essential software like word processors, spreadsheets, and presentation software; developing fundamental computer literacy, including file management and hardware identification; fostering an understanding of internet safety and digital citizenship; and encouraging critical thinking, problem-solving, and the ethical use of technology in daily life.
Health	Decisions for Health, Holt Project Alert	Students will be able to evaluate the impact of various health choices on their physical, mental, and social well-being, and apply effective decision-making skills to set personal health goals.
Drama		This course is designed to develop foundational acting skills through a curriculum that includes improvisational activities, scene work, and theatrical games. Students will acquire the ability to create believable characters by analyzing motivations, utilizing vocal expression and body language, and collaborating within an ensemble.


Robotics		The overall instructional aim for Project Lead the Way's Automation and Robotics and Design and Modeling courses is to empower students with foundational knowledge and practical skills in engineering design, problem-solving, and computational thinking. This program aims to inspire students to apply their understanding of STEM principles to hands-on, real-world challenges, preparing them for future academic and career pathways in high-demand fields. 
Beginning Band		The goal of this course is to introduce students to the fundamentals of playing a band instrument and reading music. Students will learn proper posture, embouchure, and fingering techniques, while also developing an understanding of rhythm, pitch, and musical notation.
Grade 8		
English 8	<i>Collections</i> , Houghton, Mifflin, Harcourt Various novels	The overall instructional aim for 8th grade English Language Arts is to strengthen students' abilities in reading, writing, and communication by analyzing a variety of literary and informational texts. This curriculum, using <i>Collections</i> , Houghton, Mifflin, Harcourt, and various novels, aims to prepare students for high school by enhancing their critical thinking skills and their capacity to express ideas clearly and effectively.
English 8 Accelerated	<i>Collections</i> , Houghton, Mifflin, Harcourt Various novels	The overall instructional aim for an accelerated 8th grade English Language Arts course is to prepare students for the academic rigor of high school Advanced Placement (AP) classes by building a foundation in advanced reading, writing, and analytical skills. This curriculum, utilizing <i>Collections</i> , Houghton, Mifflin, Harcourt, and a variety of advanced novels, will challenge students to engage with texts above their grade level, master formal communication, and apply higher-level critical thinking in both collaborative and independent settings.

Math 8	Eureka Math	Students will develop a deep conceptual understanding of fundamental algebraic, geometric, and functional concepts. Through rigorous problem-solving, they will learn to model real-world situations and effectively communicate their mathematical thinking to build a strong foundation for high school mathematics.
Math 8 Accelerated	CPM - Core Connections Integrated	The instructional aim for a high school Math 1 Honors class in California using the CPM Core Connections textbook is to provide students with an accelerated and in-depth exploration of the foundational algebraic concepts found in Integrated Math 1. This course uses the CPM curriculum's collaborative, discovery-based approach to challenge students with more complex problems, introduce advanced topics, and foster a deeper understanding of linear and exponential functions, while aligning with the California Common Core State Standards for Mathematics for Integrated Math 1. The aim is to prepare students for the demands of the honors pathway and subsequent advanced mathematics courses.
US History	<i>History Alive, The US Through Industrialism, TCI</i>	This course provides a comprehensive study of United States history, from the nation's founding through the period of industrialization. It is designed to meet and exceed the California State Standards for Grade 8 History–Social Science. Using the TCI (Teachers' Curriculum Institute) <i>The United States Through Industrialism</i> curriculum, students will engage with historical content through an inquiry-based, hands-on approach. The course emphasizes critical thinking, historical analysis, and the development of historical empathy as students explore the people, events, and ideas that shaped the American experience.
US History Accelerated	<i>History Alive, The US Through Industrialism, TCI</i>	This course offers a rigorous and comprehensive study of United States history, from the nation's founding through the period of industrialization. It is designed to provide an accelerated curriculum that both meets the California State

		Standards for Grade 8 History–Social Science and prepares students for advanced high school coursework. Leveraging the TCI (Teachers' Curriculum Institute) <i>The United States Through Industrialism</i> curriculum, students will engage in deep, scholarly inquiry and advanced historical analysis. The course places a strong emphasis on the critical evaluation of primary sources, the development of writing skills, and an understanding of historical debates that have shaped our understanding of the American experience.
Physical Science	Amplify Science	The educational aim of this course is for students to apply scientific practices and crosscutting concepts to develop a comprehensive understanding of key concepts in life science and engineering design, while also utilizing interdisciplinary skills in writing and mathematics for the areas of: Heredity: Genetic information transfer from parents to offspring and how changes to genes can affect an organism. Biological Evolution: Biological evolution and natural selection and genetic variation contribute to the diversity of life. Earth's Place in the Universe: Solar system, galaxies, and the larger universe, and the role of gravity in their formation and motion. Earth and Human Activity: Human activities impact Earth's systems and solutions for mitigating these effects. Motion and Stability: Forces, motion, and stability, and apply Newton's laws to explain and predict the motion of objects. Energy: Forms of energy, how energy is transferred and conserved, and how it is used in various systems. Waves and Their Applications in Technology and Energy Transfer: Properties of waves, how they transfer energy, and their applications in communication and technology. Engineering Design: Define problems, research solutions, and design, test, and refine devices or models to meet specific criteria.
Physical Science Accelerated	Amplify Science	The educational aim of this course is for students to apply scientific practices and crosscutting concepts to develop a comprehensive understanding of key concepts in life science and engineering design, while also utilizing interdisciplinary

		<p>skills in writing and mathematics for the areas of: Heredity: Genetic information transfer from parents to offspring and how changes to genes can affect an organism. Biological Evolution: Biological evolution and natural selection and genetic variation contribute to the diversity of life. Earth's Place in the Universe: Solar system, galaxies, and the larger universe, and the role of gravity in their formation and motion. Earth and Human Activity: Human activities impact Earth's systems and solutions for mitigating these effects. Motion and Stability: Forces, motion, and stability, and apply Newton's laws to explain and predict the motion of objects. Energy: Forms of energy, how energy is transferred and conserved, and how it is used in various systems. Waves and Their Applications in Technology and Energy Transfer: Properties of waves, how they transfer energy, and their applications in communication and technology. Engineering Design: Define problems, research solutions, and design, test, and refine devices or models to meet specific criteria. Additional supporting projects.</p>
Physical Education		<p>The goal of this course is to equip students with the knowledge and skills necessary to lead a healthy and active lifestyle. Students will develop their physical fitness through a variety of activities and sports while also learning the principles of teamwork, sportsmanship, and proper nutrition.</p>
Spanish	<i>Senderos, Vista</i>	<p>Spanish I includes; listening, speaking, reading, and writing with emphasis on vocabulary expansion and the study of Hispanic culture. Grammar includes present tense and present progressive tenses.</p>
Yearbook		<p>In yearbook class students will learn a number of journalism and photography skills and complete the many tasks to create a high quality yearbook that reflects the pictorial and written history of the campus activities and the lives of Oakdale students for the year. The yearbook course requires students to</p>

		take part in all aspects of production of the yearbook including: interviewing other students, creating a theme, designing the cover and layout, taking photographs, and writing articles.
Visual Art		The goal of this course is to expand students' artistic abilities and deepen their understanding of visual art. Students will apply the elements and principles of art through the creation of original works in a variety of media, including drawing, painting, and sculpture. They will learn to articulate a personal artistic vision, interpret and analyze the works of diverse artists from different historical periods and cultures, and use art as a means of personal expression and communication.
Advanced Band		This course is to build upon foundational skills and prepare students for more complex musical performance. Students will focus on mastering advanced musical techniques, including challenging rhythms, intricate key signatures, and expressive phrasing. They will also delve into music theory and historical context to deepen their understanding of repertoire from various periods and genres.
Drama		This course is designed to develop foundational acting skills through a curriculum that includes improvisational activities, scene work, and theatrical games. Students will acquire the ability to create believable characters by analyzing motivations, utilizing vocal expression and body language, and collaborating within an ensemble.
Robotics		The overall instructional aim for Project Lead the Way's Automation and Robotics and Design and Modeling courses is to empower students with foundational knowledge and practical skills in engineering design, problem-solving, and computational thinking. This program aims to inspire students to apply their understanding of STEM principles to hands-on, real-world challenges, preparing them for future academic and

		career pathways in high-demand fields. 
Guitar		This course provides students with the foundational skills and musical understanding necessary to play the guitar. Students will learn to properly hold and tune the instrument, execute fundamental chords and scales, and master basic rhythm and strumming techniques. Through both solo and ensemble work, they will develop the ability to read musical notation and tablature, cultivate an appreciation for various musical genres, and express themselves creatively through improvisation
Oakdale High School (classes by subject)		
Course	Texts	Instructional Aim
English I	<i>Language of Literature</i> , McDougal Littell Various novels	The primary instructional aim is to build a strong foundation in critical reading, clear writing, and confident communication, enabling students to analyze diverse texts, develop their unique voice, and thoughtfully engage with the world around them, in alignment with the California Common Core State Standards.
English I Honors	<i>Language of Literature</i> , McDougal Littell Various novels	The primary instructional aim is to accelerate and deepen students' analytical and rhetorical skills, challenging them to interrogate complex texts, craft nuanced arguments with stylistic precision, and cultivate the intellectual independence required for advanced academic inquiry, in alignment with California Common Core Standards
English II	<i>Language of Literature</i> , McDougal Littell Various novels	The primary instructional aim is for students to critically analyze a diverse range of complex literary and informational texts, and to effectively communicate their own evidence-based arguments and narratives through sophisticated writing and collaborative discussion, in alignment with the California Common Core State Standards.
English II Honors	<i>Language of Literature</i> , McDougal Littell	The primary instructional aim is to broaden students' literary

	Various novels	horizons by exploring diverse works of world literature, while simultaneously honing their ability to analyze sophisticated rhetoric and construct compelling, research-supported arguments, in alignment with California Common Core State Standards.
English III	<i>Language of Literature</i> , McDougal Littell Various novels	The primary instructional aim is for students to critically analyze a diverse range of foundational and contemporary American literary and informational texts, exploring complex themes of identity, social justice, and the American Dream. Students will develop their ability to craft sophisticated, well-researched argumentative essays and engage in nuanced, evidence-based discussions, in alignment with the California Common Core State Standards.
English III AP, Language and Composition	<i>Language of Literature</i> , McDougal Littell Various novels	The primary instructional aim of AP English Language and Composition is to cultivate students into adept readers and writers of complex non-fiction, empowering them to critically analyze the power of rhetoric and to skillfully construct evidence-based arguments for a variety of audiences and purposes, in alignment with College Board Standards.
English IV	<i>Language of Literature</i> , McDougal Littell Various novels	The primary instructional aim is to empower students to synthesize their critical reading and writing skills, enabling them to navigate complex real-world texts, articulate a mature and independent voice, and use literature as a lens to reflect on their own lives and their place in the world, in alignment with the California Common Core State Standards.
English IV AP, Literature and Composition	Various novels and poems	The primary instructional aim of AP Literature and Composition is to develop students as discerning readers and skilled writers who can critically analyze imaginative literature, articulate nuanced arguments about its meaning and value, and connect their understanding to the richness of the human experience, in alignment with College Board Standards.

Speech	<i>Speak Up!</i> Bedford/St. Martin's	The primary instructional aim is to cultivate articulate, confident, and ethical communicators who can effectively convey their ideas, critically evaluate messages from others, and adapt their communication style to diverse audiences and purposes.
Film as Literature	<i>The Film Experience</i> Various films	The primary instructional aim is to develop students' cinematic literacy, empowering them to critically analyze film as a complex narrative art form, deconstruct its unique visual and auditory language, and evaluate its profound influence as a cultural text.
Creative Writing		The primary instructional aim is to encourage students to discover and cultivate their unique authorial voice by exploring various literary genres, mastering foundational craft techniques, and engaging in the dynamic process of writing, revision, and peer feedback.
Computer Graphics Yearbook	Varsity Yearbook Online	The primary instructional aim is to provide students with a hands-on, project-based experience in digital design and publication, empowering them to collaboratively produce a professional-quality yearbook that serves as a lasting historical record for the school community.
Academic Decathlon	United States Academic Decathlon (USAD) booklets	The instructional aim for Academic Decathlon is to promote academic excellence and develop essential life skills through a challenging, multidisciplinary competition. There are ten subject areas: economics, art, language and literature, speech, essay, interview, music, math, science, and social science. Other key instructional objectives include enhancing critical thinking, developing public speaking skills, improving analytical writing, and fostering teamwork and collaboration.
Math A	<i>CPM Core Connections</i> (for Math A, Math	The instructional aim for a high school Math A class in

	B, Math I & Math II)	California is to provide students with the foundational mathematical skills and concepts necessary for success in a subsequent Integrated Math B course. The course focuses on building student confidence and competence through an in-depth study of pre-algebraic concepts, including proportional reasoning, graphing relationships, and the properties of linear equations, while emphasizing mathematical communication and problem-solving strategies. The curriculum is designed to support students who require additional preparation to meet the rigor of the California Common Core State Standards for Mathematics.
Math A Skills	<i>CPM Core Connections</i> (for Math A, Math B, Math I & Math II)	The overall instructional aim for Math A Skills is to provide students with a strong foundation in the first semester content of Math I through targeted instruction, scaffolding, and guided practice. This year-long course is designed to support students in the Special Education Program by delivering instruction at an appropriate pace and depth that aligns with individual learning needs and academic goals. This course is aligned with state mathematics standards and focuses on the essential concepts required to meet the Algebra graduation requirement when taken in sequence with Math B Skills. Instruction emphasizes conceptual understanding, mathematical reasoning, and problem-solving, preparing students to apply math in academic and real-world contexts.
Math B	<i>CPM Core Connections</i> (for Math A, Math B, Math I & Math II)	The instructional aim for a high school Math B class in California that uses the CPM Core Connections textbook is to provide students with a deeper understanding of the concepts of Integrated Math 1 and to prepare them for success in Integrated Math 2. Using the CPM curriculum's collaborative, problem-based approach, the course focuses on solidifying students' algebraic foundations, particularly in areas of linear and exponential functions, systems of equations, and an introduction to quadratic functions. The goal is to build mathematical fluency and confidence, aligning with the

		California Common Core State Standards for Mathematics, to ensure students are ready to progress to higher-level mathematics.
Math B Skills	<i>CMP Core Connections</i> (for Math A, Math B, Math I & Math II)	The overall instructional aim for Math B Skills is to build upon the foundational concepts introduced in Math A Skills by covering the second-semester content of Math I. This year-long course continues to support students in the Special Education Program through individualized instruction, scaffolded lessons, and skill reinforcement. Math B Skills is aligned with state mathematics standards and, when taken in sequence with Math A Skills, satisfies the Algebra requirement for high school graduation. The course emphasizes core algebraic concepts, mathematical reasoning, and problem-solving strategies tailored to the unique learning needs of each student.
Math I	<i>CPM Core Connections</i> (for Math A, Math B, Math I & Math II)	The instructional aim for a high school Math 1 class in California that uses the CPM Core Connections textbook is to provide students with an introduction to foundational algebraic concepts, with a strong emphasis on problem-solving, collaboration, and mathematical communication. The course will use the CPM curriculum's innovative, discovery-based approach to help students develop a deep conceptual understanding of linear and exponential functions, and to build the skills necessary for success in subsequent math courses. The curriculum aligns with the California Common Core State Standards for Mathematics for Integrated Math 1.
Math I Honors	<i>CPM Core Connections Integrated (1 & 2)</i>	The instructional aim for a high school Math 1 Honors class in California using the CPM Core Connections textbook is to provide students with an accelerated and in-depth exploration of the foundational algebraic concepts found in Integrated Math 1. This course uses the CPM curriculum's collaborative, discovery-based approach to challenge students with more complex problems, introduce advanced topics, and foster a

		deeper understanding of linear and exponential functions, while aligning with the California Common Core State Standards for Mathematics for Integrated Math 1. The aim is to prepare students for the demands of the honors pathway and subsequent advanced mathematics courses.
Math II	<i>CPM Core Connections</i> (for Math A, Math B, Math I & Math II)	The primary instructional aim is for students to deepen their understanding of algebra and geometry by collaboratively investigating complex problems and justifying their reasoning. Using the CPM curriculum's team-based approach, students will explore the relationships between quadratic functions, geometric similarity and congruence, right triangle trigonometry, and probability. The goal is to develop persistent, flexible problem-solvers who can construct viable arguments and apply mathematical concepts to novel situations, in alignment with the California Common Core State Standards for Integrated Math II.
Math II Honors	<i>CPM Core Connections Integrated (2 & 3)</i>	The instructional aim for a high school Math 2 Honors class in California using the CPM Core Connections textbook is to provide students with an accelerated and in-depth exploration of the concepts in Integrated Math 2. The course uses the CPM curriculum's collaborative, discovery-based approach to deepen students' understanding of quadratic functions, geometric properties and theorems, and probability. It challenges students with more complex problems, introduces advanced topics, and prepares them for the rigors of future honors-level and advanced mathematics courses, all while aligning with the California Common Core State Standards for Mathematics for Integrated Math 2.
Math III	CPM Core Connections Integrated 3	The instructional aim for a high school Math 3 class in California that uses the CPM Core Connections textbook is to provide students with an advanced, integrated study of mathematics, focusing on modeling with functions, manipulating algebraic structures, and making inferences and

		conclusions from data. The course will use the CPM curriculum's collaborative, discovery-based approach to deepen students' understanding of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. This class aligns with the California Common Core State Standards for Mathematics for Integrated Math 3 and prepares students for future courses, including precalculus and calculus.
AP PreCalculus	Precalculus-Graphical, numerical, algebraic	The instructional aim for a high school AP Precalculus class in California is to provide students with a comprehensive understanding of trigonometry and functions and their real-world applications, consistent with the California Common Core State Standards for Mathematics. The course is designed to develop students' analytical, graphical, and computational skills, preparing them for the AP Precalculus Exam and subsequent success in advanced mathematics courses, including AP Calculus.
Calculus AP A/B	Calculus for the AP Course	The instructional aim for a high school AP Calculus AB class in California is to provide students with a deep conceptual understanding of the core principles of differential and integral calculus. The course focuses on developing an appreciation for calculus as a powerful tool for modeling and solving real-world problems. This class prepares students to take the AP Calculus AB Exam and builds the necessary skills for subsequent college-level mathematics and science courses, all while aligning with the California Common Core State Standards for Mathematics.
Calculus AP B/C	Calculus for the AP Course	The instructional aim for a high school AP Calculus BC class in California is to provide students with a deeper and more comprehensive understanding of the topics introduced in AP Calculus AB, with an expanded focus on advanced methods of integration, parametric equations, polar coordinates, and infinite series. The course builds on the foundation of AP Calculus AB by covering additional topics and more complex

		applications of differential and integral calculus. It prepares students for the AP Calculus BC Exam and subsequent advanced college-level mathematics courses, all in alignment with the California Common Core State Standards for Mathematics.
AP Statistics	Practice Statistics	The instructional aim for a high school AP Statistics class in California is to provide students with a robust conceptual understanding of statistical reasoning, consistent with the College Board AP Statistics Course and Exam Description. This course will equip students with the tools and techniques necessary for collecting, analyzing, and drawing conclusions from data, preparing them for the AP Statistics Exam and for applying statistical thinking in their future academic and professional lives.
Exploring Geometry	Geometry: Concepts and Skills by McDougal Littell	The primary instructional aim is for students from diverse mathematical backgrounds to develop spatial reasoning and logical problem-solving skills by investigating the fundamental properties of geometric shapes and their real-world applications. Through hands-on projects, collaborative discovery, and the use of technology, students will model geometric situations and construct arguments to make sense of their physical world, in alignment with the California Common Core State Standards for Mathematics.
Finite Math	Finite Mathematics: An Applied Approach 10th edition by Michael Sullivan	This Finite Math course gives California high school students a practical, non-calculus pathway to quantitative reasoning through topics like propositional logic, probability, and matrix algebra, aligned where applicable to the California Common Core State Standards for Mathematics. A robust financial-literacy strand is woven throughout, culminating in a semester-long Financial Literacy Project in which students build spreadsheet models for budgets, analyze credit and interest, compare and amortize loans, complete a mock tax filing, and model long-term retirement growth. Students justify

		choices with data, communicate findings in writing and presentations.
Chemistry in the Earth System	Chemistry in the Earth System (HMH)	The instructional aim for Chemistry in the Earth System course in a California public school is to enable students to develop a conceptual understanding of chemistry by applying its principles to real-world phenomena within Earth's systems. The curriculum is designed to move beyond traditional textbook learning and focus on using chemical knowledge to explain and analyze environmental processes.
AG Science Chemistry	Chemistry in the Earth System (HMH)	The overall instructional aim for an agriculture-based Chemistry in the Earth System course is to help students develop a foundational understanding of chemical principles by applying them to the interconnected processes within agricultural and environmental systems. This course moves beyond traditional chemistry, using real-world agricultural phenomena to make abstract concepts like atomic structure, chemical reactions, and molecular interactions both tangible and relevant.
Biology and the Living Earth	The Living Earth (HMH)	The overall instructional aim for The Living Earth course in a California public school is to help students develop a deep understanding of life sciences through an integrated, systems-based approach. The course emphasizes the interconnectedness of all living things and the Earth's systems, focusing on how matter and energy flow through them. It moves beyond traditional biological concepts to explore how humans and other organisms interact with and impact the environment.
AP Biology	Biology for the AP Classroom	The instructional aim of the AP Biology course is for students to cultivate their understanding of modern biology through inquiry-based investigations and the application a variety of

		biological concepts that align with the College Board's Course and Exam Description. The course is not a simple memorization of facts; rather, it's designed to help students think critically and use scientific practices to solve problems.
AG Biology & Living	The Living Earth (HMH)	The overall instructional aim for an agriculture-focused "The Living Earth" course in a California public school is to help students develop a foundational understanding of agricultural principles through the lens of life science. This course uses agricultural systems as a context to teach core biological concepts, promoting an integrated view of how living organisms and human activities interact with and shape Earth's ecosystems. The curriculum is designed to equip students with the scientific knowledge and practical skills necessary for careers in agriculture and to be informed, environmentally conscious citizens.
Physics	Physics Principles and Problems (Glencoe)	The overall instructional aim for Physics course in a California public school is to help students develop a foundational understanding of the physical laws governing the universe and to apply those principles to solve real-world problems. The course is designed to teach students how to think like physicists, using mathematical models and scientific inquiry to analyze and explain phenomena related to motion, energy, forces, electricity, magnetism, and waves
Anatomy & Physiology	Hole's Human Anatomy & Physiology	The overall instructional aim for Anatomy and Physiology course in a California public school is to enable students to develop a comprehensive understanding of the structure and function of the human body, from the cellular level to the organ system level. The course is designed to provide a foundational knowledge of the human organism, with a strong emphasis on homeostasis and the interconnectedness of all physiological systems.
Advanced Animal Science	Agroscience Fundamentals and Applications	An Advanced Animal Science course in a California public

	Modern Livestock and Poultry Production	school is to provide students with a deep, scientific understanding of animal biology and management practices. This course builds on foundational biology and chemistry concepts to explore the complexities of animal systems, including nutrition, reproduction, health, and genetics, while also connecting these topics to career pathways within the animal science industry.
Social Psychology	Understanding Psychology (Glencoe McGraw-Hill)	A psychology course in a California public school is to introduce students to the scientific study of human behavior and mental processes.
Psychology AP	Barron's AP Psychology College Board (AP Classroom)	An AP Psychology course in a California public school is to introduce students to the systematic and scientific study of human behavior and mental processes, equipping them with the foundational knowledge and critical thinking skills equivalent to a first-year college psychology course. The course must adhere to the College Board's AP Psychology Course and Exam Description (CED).
US History	America Through the Lens (National Geographic)	U.S. history course in a California public school is to develop students' historical thinking skills and provide them with a comprehensive understanding of the major events, themes, and figures in American history from Civil War to the present.
US History AP	The America Pageant (17th Edition) College Board (AP Classroom)	AP U.S. History course in a California public school is to equip students with the analytical skills and factual knowledge necessary to think like a historian and succeed on the AP Exam, while also fulfilling state curriculum requirements. The course must adhere to the College Board's Course and Exam Description (CED). This involves a dual focus on mastering historical content and developing core historical thinking skills.

World History	World History, The Modern World (Pearson)	World History course in a California public school is to help students understand how Greco-Roman principles of government influenced major events and developments from the early modern period to the present day and how they have shaped the modern world. The curriculum, aligned with California's History-Social Science Framework, focuses on more than just memorizing facts; it's about developing historical thinking skills and civic literacy.
European History AP	Western Civilization Since 1300 (9th Edition) College Board (AP Classroom)	AP European History in a California public school, in alignment with College Board expectations, is to prepare students to think and write like historians by mastering both a specific body of content and a set of analytical skills. The course must adhere to the College Board's AP European History Course and Exam Description (CED). The course is designed to be the equivalent of a two-semester introductory college-level course.
US Government	Magruder's American Government (Pearson)	A government course in a California public school is to foster an informed and engaged citizenry by providing a comprehensive understanding of the American political system.
US Government AP	Presidential Election Update-American Government (Stories for the AP Course) Foundational Documents and Court Cases Reader College Board (AP Classroom)	AP U.S. Government and Politics course in a California public school is to provide a nonpartisan, college-level introduction to the American political system. The course must adhere to the College Board's AP Exam Description (CED). The course will cultivate their understanding of the U.S. constitutional system and political culture in preparation for the AP exam, and so they can become informed, active citizens.
AG Government & Economics	Magruder's American Government (Pearson)	Agriculture Government and Economics course in a California public school is to provide students with a comprehensive understanding of the interplay between agricultural systems,

	Economics Principles (Pearson)	economic principles, and government policy.
Economics	Economics Principles (Pearson)	An economics course in a California public high school is to equip students with a fundamental understanding of economic principles, systems, and policies so they can become informed consumers, productive citizens, and successful professionals in a globalized world.
Intro to AG Mechanics		The overall instructional aim for an Agricultural Mechanics course in a California public school is to equip students with the foundational knowledge and practical skills in a variety of mechanical and technical areas essential to modern agriculture. This course is designed to prepare students for careers in agricultural technology, equipment repair, and construction, while also developing their problem-solving and safety consciousness.
AG Welding/Fabrication		The overall instructional aim for an Agricultural Welding and Fabrication course in a California public school is to provide students with the specialized knowledge and hands-on skills in welding and metalwork that are essential for the maintenance, repair, and creation of agricultural equipment and structures. This course focuses on building proficiency in a variety of welding processes and applying these skills to solve practical problems in an agricultural context.
Farm Management		The overall instructional aim for a Farm Management course in a California public school is to equip students with the essential business, scientific, and technical skills required to successfully plan, operate, and sustain a modern agricultural enterprise. This course moves beyond the practical skills of farming to focus on the economic, financial, and strategic decision-making processes that are critical for profitability and long-term viability in the agricultural industry.

Floral Design		The overall instructional aim for a Floral Design course in a California public school is to help students develop both the creative and technical skills required for professional floral design, while also providing a foundational understanding of the floral industry as a business. This course integrates principles of art, botany, and business, preparing students for careers in the floral industry and related fields.
Horticulture		The overall instructional aim for a Horticulture course in a California public school is to provide students with a comprehensive understanding of the science, art, and business of cultivating plants. The course is designed to be highly hands-on and applied, teaching students the foundational principles of plant biology, soil science, and environmental management while also preparing them for diverse career pathways within the horticulture industry.
Visual Art I		The overall instructional aim of Visual Art I is to introduce students to the elements and principles of design through drawing, painting, and other two- and three-dimensional media. Students will build foundational technical skills and creative expression while exploring art history and cultural connections.
Visual Art II & III		The overall instructional aim of Visual Art II & III is to expand and refine students' artistic techniques while encouraging personal style and creative problem-solving. Students will produce increasingly complex works, develop portfolio-quality pieces, and deepen their understanding of art as both personal expression and cultural communication.
Drawing I		The overall instructional aim of Drawing I is to provide

		students with foundational skills in line, shape, value, perspective, and composition. Students will build confidence in observational and creative drawing while exploring a variety of materials and techniques.
Drawing II		The overall instructional aim of Drawing II is to strengthen students' drawing abilities through more advanced techniques, media, and design principles. Students will expand their creative expression and technical skills by producing works that reflect greater detail, complexity, and personal style.
Drawing III		The overall instructional aim of Drawing III is to refine students' artistic skills and foster individual style through in-depth projects and portfolio-quality work. Students will demonstrate mastery of advanced drawing techniques while developing creativity, critical thinking, and preparation for further study in the visual arts.
AP Studio Art		The overall instructional aim for AP Studio Art is to foster students' development as independent, critical-thinking artists by guiding them through the creation of a cohesive portfolio of college-level artwork that demonstrates personal voice, technical skill, and a sophisticated understanding of the principles of art and design through sustained investigation and inquiry.
AP Art History	Gardener's Art Through the Ages (Part 1 & 2)	The overall instructional aim of AP Art History is to develop students' ability to analyze, interpret, and compare works of art from diverse cultures and historical periods. Students will strengthen visual literacy, critical thinking, and cultural understanding while preparing for college-level study of art and history.
Ceramics		The overall instructional aim of Introduction to Ceramics is to provide students with foundational skills in hand-building, wheel-throwing, and glazing techniques. Students will explore

		artistic expression and craftsmanship through the creation of ceramic works while learning about safety, design, and the cultural role of ceramics.
Advanced Ceramics		The overall instructional aim of Advanced Ceramics is to expand students' mastery of ceramic techniques and foster individual artistic style through complex projects. Students will develop creativity, technical proficiency, and critical reflection while producing high-quality works suitable for exhibition or portfolio development.
Intro into Instrumental Music	Seavine Cymbal Education	The overall instructional aim of Introduction to Instrumental Music is to provide students with foundational skills in reading music, playing instruments, and performing in an ensemble. Students will build musical literacy, technical ability, and an appreciation for diverse styles of instrumental music.
Show Choir		The overall instructional aim of Show Choir is to develop students' vocal technique and performance skills through a combination of singing, choreography, and stage presence. Students will learn to collaborate in a performance ensemble while exploring a variety of musical genres and expressive styles.
Concert Choir		The overall instructional aim of Concert Choir is to strengthen students' choral singing through advanced vocal technique, sight-reading, and ensemble performance. Students will experience a range of choral literature and build teamwork, discipline, and musical expression.
Drumline	Basic Drumming	The overall instructional aim of Drumline is to provide students with training in rhythmic precision, percussion techniques, and ensemble performance. Students will develop musical discipline, teamwork, and performance skills through

		rehearsals and live events.
Guitar	Mastering the Guitar: A Comprehensive Method for Today Guitarist! Vol. 1A	The overall instructional aim of Guitar is to introduce students to the fundamentals of guitar playing, including chords, strumming, note reading, and basic music theory. Students will develop confidence in individual and group performance while exploring multiple musical styles.
Marching Band		The overall instructional aim of Marching Band is to cultivate musical performance, precision, and teamwork through instrumental music combined with drill and choreography. Students will develop discipline, leadership, and collaborative skills while representing the school at performances and competitions.
Steel Band		The overall instructional aim of Steel Band is to provide students with an introduction to Caribbean steel pan instruments and ensemble performance. Students will explore rhythm, harmony, and cultural traditions while developing musicianship and collaboration through performances.
Colorguard		The overall instructional aim for Colorguard is to develop students' physical coordination, artistic expression, and teamwork through the performance of flag, rifle, sword, and banner techniques, combined with dance. This course supports participation with the marching band during the fall and competitive performances in winter and spring. This course is aligned with state physical education standards, emphasizing physical fitness, movement skills, and self-awareness, while providing students with an opportunity to engage in disciplined and artistic physical activity. Students will learn to apply movement patterns—ranging from simple to complex—to music both individually and as part of a group. The curriculum includes biomechanics and physical self-awareness, fostering students' understanding of body mechanics in performance.

Theater Arts I, II, III		The overall instructional aim of Theater Arts I–III is to guide students from introductory acting and stage fundamentals to advanced performance, directing, and dramatic analysis. Students will build confidence, creativity, and collaboration skills while refining theatrical techniques and preparing for further study or participation in the performing arts.
Technical Theater I, II		The overall instructional aim of Technical Theater I and II is to expand students’ skills in technical theater through advanced design, construction, and production work. Students will take on greater leadership roles in managing backstage elements and apply industry-level practices to live performances.
Theater Production		The overall instructional aim of Theater Production is to give students practical experience in all aspects of staging a performance, from acting and directing to technical design and management. Students will collaborate to produce full productions, demonstrating creativity, professionalism, and ensemble teamwork.
General PE Freshman	Insert: learning Life long activities in the Insert: learning Life long activities in there	The overall instructional aim for General Physical Education Freshmen is to promote lifelong wellness by building a foundation of health-related fitness, physical literacy, and positive activity habits. This course emphasizes the development of fitness components, movement skills, teamwork, and an understanding of how physical activity contributes to overall health and well-being. The curriculum is aligned with state physical education standards, ensuring that students engage in developmentally appropriate activities that promote physical competence, personal fitness, and knowledge necessary to lead active, healthy lives. Designed specifically for 9th-grade students, the course encourages exploration of a wide variety of physical activities to help each student find enjoyable and sustainable ways to stay active throughout life.

General PE Sophomore	Insert: learning Life long activities in there	<p>The overall instructional aim for General Physical Education Sophomores is to develop students' physical skills, fitness levels, and knowledge of lifelong sports and activities. Building on foundational skills acquired in earlier grades, this course provides students with opportunities to refine their techniques, improve physical conditioning, and deepen their understanding of team and individual sports. This course is aligned with state physical education standards, ensuring instruction is developmentally appropriate and supports students in achieving physical literacy and long-term wellness. The course promotes active participation, personal goal setting, and responsible decision-making regarding personal health and fitness. Emphasis is placed on skill development, strategic gameplay, and fostering a lifelong appreciation for physical activity.</p>
Weight Training		<p>The overall instructional aim of Weight Training is to develop students' strength, endurance, and fitness through safe and effective resistance training techniques. Students will learn proper form, goal setting, and personal fitness planning to support lifelong health and athletic performance.</p>
Aerobics		<p>The overall instructional aim of Aerobics is to improve students' cardiovascular endurance, flexibility, and overall fitness through rhythmic exercise and aerobic conditioning. Students will engage in structured workouts that promote health, energy, and lifelong physical activity habits. This course includes yoga, zumba, and explores exercises to prepare students for working out on their own without equipment.</p>
Athletic PE		<p>The overall instructional aim of Athletic PE is to enhance the performance, strength, and conditioning of student-athletes in their chosen sports. Students will focus on sport-specific training, teamwork, and injury prevention while building discipline and fitness for competitive athletics.</p>

Frosh Athletic Conditioning		The overall instructional aim of Frosh Athletic Conditioning is to introduce ninth-grade student-athletes to the fundamentals of strength, endurance, and agility training. Students will build a foundation in conditioning, teamwork, and healthy fitness practices to prepare for participation in high school athletics.
Health	Holt Lifetime Health	The overall instructional aim for Health is to equip students with accurate information, critical thinking skills, and personal decision-making strategies related to their physical, emotional, and social well-being. This required one-semester course provides foundational health knowledge that encourages students to make informed, responsible choices that support lifelong wellness. This course is aligned with state health education standards to ensure that students receive comprehensive, developmentally appropriate instruction that meets mandated learning outcomes in both family life and substance abuse education. Health Education is divided into two main areas of focus: Family Life and Sex Education, and Drug and Alcohol Awareness. Through age-appropriate and respectful instruction, students explore topics that directly impact adolescent development and personal health.
Academic Literacy I-IV	<p><i>Language of Literature</i>, McDougal Littell</p> <p><i>Language Network</i> McDougal Littell</p> <p>Various novels</p> <p>National Geographic America Through the Lens 1877 to Present</p>	The overall instructional aim for Academic Literacy is a specialized support course designed for students who qualify for services under an Individualized Education Program (IEP). Delivered in a small group setting, this course provides targeted academic instruction to help students succeed in their general education core classes—English, math, science, and history. Instruction is personalized to help students extract and apply key information from grade-level texts to solve math problems, comprehend science concepts, analyze historical events, and strengthen reading and writing skills in English.
Basic Physical Science	AGS Basic Life Science	The overall instructional aim for Basic Physical Science is to

		provide students with a foundational understanding of key concepts in physical science through hands-on, accessible, and engaging instruction. This course is specifically designed for students placed through the Individualized Education Program (IEP) process and can be repeated for elective credit to support continued growth and mastery. This course is aligned with state science standards, ensuring that students receive instruction that is both developmentally appropriate and academically rigorous within the framework of the general science curriculum. Instruction is focused on building scientific literacy, critical thinking, and an appreciation for how physical science applies to everyday life. Concepts are taught through adapted materials, real-world applications, and a variety of instructional strategies that meet the diverse needs of learners in the Special Education Program.
Basic Life Science	AGS Biology	The overall instructional aim for Basic Life Science is to provide students with a foundational understanding of biological concepts and processes through accessible, hands-on, and engaging instruction. This course is designed specifically for students placed through the Individualized Education Program (IEP) process and may be repeated for elective credit to support ongoing skill development and mastery. This course is aligned with state science standards, ensuring that students receive instruction that is developmentally appropriate and academically rigorous, while meeting the unique needs of learners in the Special Education Program. Students explore the core principles of life science, including the structure and function of living organisms, ecosystems, genetics, and the human body. The curriculum encourages scientific thinking, observation, and inquiry while promoting real-world connections and applications.
Basic English I-IV	<i>Language of Literature</i> , McDougal Littell Various novels	The overall instructional aim for Basic English is to strengthen foundational literacy skills in reading, writing, speaking, and listening for students in the Special Education Program. This

		<p>course is designed to meet students at their current level and support their continued development in English Language Arts through individualized, scaffolded instruction. This course is aligned with state English Language Arts (ELA) standards, ensuring that students engage with grade-level appropriate content adapted to their learning needs, while building essential communication and comprehension skills required for academic success and future readiness. The curriculum emphasizes the development of functional reading and writing skills, vocabulary growth, and critical thinking, while promoting self-expression and confidence in both oral and written language.</p>
Basic Health/Vocation	Holt Lifetime Health	<p>The overall instructional aim for Basic Health/Vocation is to develop students' awareness of personal health and wellness while equipping them with essential vocational skills to prepare for future careers. This course is specifically designed for students placed through the Individualized Education Program (IEP) process, emphasizing practical knowledge and skills for healthy living and workforce readiness. This course is aligned with state health and career readiness standards, ensuring students receive instruction that supports their physical well-being as well as their transition into the workforce. Students will explore concepts related to maintaining a healthy lifestyle, personal responsibility for health, and career exploration. Instruction includes interactive guest speakers, resume writing, job application completion, and job interview practice to build confidence and practical skills for employment.</p>
Basic World History	Pearson AGS World History	<p>The overall instructional aim for Basic World History is to provide students with a foundational understanding of world history from prehistoric times to the modern era. This course emphasizes key historical developments across major regions of the world, helping students build a broad perspective of global events and cultural evolution. This course is aligned</p>

		with state social studies standards, ensuring that instruction meets academic benchmarks while being accessible to students with diverse learning needs. Designed for students placed through the Individualized Education Program (IEP) process, the course may be repeated for elective credit, allowing students to deepen their knowledge and critical thinking skills over time.
Basic US History	AGS	The overall instructional aim for Basic U.S. History is to provide students with a foundational understanding of United States history, spanning from the arrival of Columbus to the present day. This course focuses on key events, movements, and figures that have shaped the nation's development and identity. This course is aligned with state social studies standards, ensuring that instruction meets academic expectations while being accessible and supportive of students with diverse learning needs. Designed for students placed through the Individualized Education Program (IEP) process, this course offers tailored instruction that helps students engage with historical concepts, analyze primary sources, and develop critical thinking skills in a supportive learning environment.
Auto Tech I, II	James Halderman: Automotive Technology: Principles, Diagnosis, and Service 5th addition CDXLearning.com	Auto I: The primary Aim of a high school Auto 1 class is to provide students with a foundational understanding of automotive technology and to introduce them to the skills and knowledge required for a career in the field. The class is typically an entry-level course that combines classroom theory with hands-on lab work. Auto II: A high school Auto 2 class builds upon the fundamental knowledge and skills gained in Auto 1, with a primary aim of preparing students for entry-level employment in the automotive service industry or for continued

		post-secondary education. The curriculum shifts from basic maintenance to more advanced diagnostics and repair, with a greater emphasis on hands-on application.
ROP Auto III	James Halderman: Automotive Technology: Principles, Diagnosis, and Service 5th addition CDXLearning.com	ROP Auto III: A high school Auto 3 class is the capstone course in a multi-year automotive technology pathway. The aim of this course is to move students from being generalists to specialists, providing them with the advanced knowledge and skills needed to enter the workforce as an entry-level technician or to successfully transition into a post-secondary automotive program.
Mechanical Drafting I/ Architectural Drafting I	Spencer/Dygdon/Novak: Basic Technical Drawing Walter C. Brown & Clois E. Kicklighter: Drafting for Industry Alan Jefferis & David A. Madsen: Architectural Drafting and Design	Mechanical Drafting I: The aim of a high school mechanical drafting class is to introduce students to the "universal language of industry"—the creation and interpretation of technical drawings. This class is a foundational course for students interested in careers in engineering, architecture, manufacturing, and design. Architectural Drafting I: The aim of a high school Architectural Drafting I class is to introduce students to the fundamental principles, techniques, and tools used to create technical drawings for buildings and other structures. This course serves as a gateway to careers in architecture, interior design, construction, and civil engineering.
Architectural Drafting II	Clois E. Kicklighter: Architecture Residential Drafting and Design Dana J. Hepler, Paul Ross Wallach & Donald E. Hepler: Drafting and Design for Architecture	Architectural Drafting II: The aim of a high school Architectural Drafting II class is to build upon the foundational knowledge and skills learned in Architectural Drafting I, moving students toward more advanced, professional, and specialized aspects of the field. The curriculum shifts from basic residential plans to more complex designs, with a greater emphasis on professional-level skills and Building Information Modeling (BIM).
Computer Aided Drafting	Workbooks: SoftPlan Architectural Design	The aim of a high school Computer-Aided Drafting (CAD)

	<p>Software. Drawing with SoftPlan.</p> <p>Wilson Morgan: Autodesk Fusion 360 for beginners 2025.</p>	<p>class is to equip students with the digital skills and technical knowledge to create and interpret professional-quality technical drawings using computer software. This class is essential for students pursuing careers in a wide range of fields, including engineering, architecture, manufacturing, and industrial design.</p> <p>The course's objectives are designed to move students from traditional drafting concepts to modern, digital applications.</p>
Fine Woodworking I	<p>Glenco Wood technology and Processes</p>	<p>The overall instructional aim of Fine Woodworking I is to provide students with foundational knowledge and hands-on skills in the safe and effective use of woodworking tools, equipment, and techniques. Students will design and construct projects that build craftsmanship, problem-solving, and technical skills while developing an appreciation for quality, safety, and the applications of woodworking in both personal and career settings.</p>
Advanced Woodworking II	<p>Glenco Wood technology and Processes</p>	<p>The overall instructional aim of Advanced Woodworking II is to expand students' skills in complex woodworking techniques, advanced tool use, and precision craftsmanship. Students will design and complete challenging projects that emphasize creativity, problem-solving, and industry-level practices, preparing them for continued study, certifications, or careers in construction and related trades.</p>
Culinary Arts I		<p>The overall instructional aim of Culinary Arts I is to introduce students to the fundamentals of food preparation, kitchen safety, and culinary techniques. Students will develop practical cooking skills, teamwork, and an understanding of nutrition and food service while exploring the foundations of the culinary arts.</p>
Medical Terminology	<p>Medical Terminology Systems- A Body Systems Approach</p>	<p>The AIM of a high school Medical Terminology class is to provide a foundational understanding of the language of</p>

		medicine. This is a crucial entry point for students interested in any health-related career, from a medical assistant or nurse to a doctor or medical researcher.
ROP Hospital Health Services	Healthcare-Science Technology	ROP Hospital Health Services: The aim of a high school ROP Hospital Health Services class is to provide students with a realistic, hands-on introduction to the healthcare field. It is designed to be a "school-to-career" pathway that goes beyond a typical classroom setting.
CCAP Fire Science CCAP EM RES/CPR	Introduction to Fire Protection and Emergency Services EMR Complete (A Worktext)	
Work Experience		
Computer Science Discoveries	https://code.org	The overall instructional aim of Computer Science Discoveries is to introduce students to the foundational concepts of computer science through engaging, accessible, and creative problem-solving experiences. Students will explore programming, web development, data, and the impacts of computing while building collaboration, design, and critical thinking skills that prepare them for advanced study and everyday digital citizenship.
AP Computer Science Principles	https://gocobi.com/	The overall instructional aim of AP Computer Science Principles is to empower students to think critically, solve problems creatively, and understand the broader impacts of computing on society. Students will develop computational thinking, programming skills, and digital citizenship while engaging in collaborative, inquiry-based projects that prepare them for college, careers, and participation in a technology-driven world.
AP Computer Science A	https://projectstem.org	The overall instructional aim of AP Computer Science A is to

		develop students' ability to design, implement, and analyze solutions to problems using the Java programming language. Students will strengthen computational thinking, algorithmic reasoning, and object-oriented design skills while preparing for further study in computer science and success in an increasingly technology-driven world.
Computer Science Web Design	https://www.gmetrix.net	The overall instructional aim of Computer Science Web Design is to introduce students to the principles of digital design and web development through hands-on experiences with Adobe Illustrator, Adobe Dreamweaver, HTML, and CSS. Students will build creative and technical skills, prepare for Adobe Certified Professional credentials, and gain a foundation for further study and careers in design, technology, and digital media.
Computer Technician	Mike Meyers' CompTIA A+ Certification Passport, Seventh Edition	The overall instructional aim of Computer Tech is to provide students with practical experience in installing, maintaining, and troubleshooting school technology devices while supporting the daily technology needs of the campus. Students will also contribute to managing and updating the school website, building technical, problem-solving, and teamwork skills that prepare them for further study and careers in information technology and digital media.
Spanish I	Senderos 1 Vistas Higher Learning https://vhlcentral.com	The overall instructional aim of Spanish I is to introduce students to the basics of Spanish language and culture through listening, speaking, reading, and writing. Students will build foundational vocabulary and grammar skills while developing an appreciation for the diverse cultures of the Spanish-speaking world.
Spanish II	Senderos 2 Vistas Higher Learning	The overall instructional aim of Spanish II is to strengthen students' ability to communicate in Spanish by expanding

	https://vhlcentral.com	vocabulary, grammar, and cultural understanding. Students will engage in more complex conversations and readings while deepening their appreciation for Spanish-speaking cultures.
Spanish III	Senderos 3 Vistas Higher Learning https://vhlcentral.com	The overall instructional aim of Spanish III is to refine students' proficiency in Spanish by emphasizing advanced grammar, vocabulary, and authentic cultural materials. Students will communicate with greater accuracy and confidence through discussions, writing, and projects that connect language to real-world contexts.