



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** Development and Implementation of a Learning Center at the Secondary Level

**NUMBER:** REF-2025.3

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Division of Special Education

**DATE:** October 17, 2016

**ROUTING**  
 Secondary Schools  
 Local District Superintendents  
 Instructional Directors  
 Special Education Service Center Staff  
 Secondary Principals  
 Secondary Assistant Principals  
 Secondary Counselors  
 Special Education Teachers  
 General Education Teachers

**PURPOSE:** The purpose of this Reference Guide is to provide updated guidelines for the development and implementation of a Learning Center in secondary schools. The purpose of the Learning Center is to provide a range of multi-tiered supports for students with disabilities. All secondary schools are required to develop a Learning Center to support students in meeting grade-level standards through a partnership between general and special education teachers.

- MAJOR CHANGES:**
- Replaces REF-2025.2, dated October 22, 2007
  - Provides a framework for the implementation of a Learning Center
  - Provides revised guidelines for the scheduling process for the Learning Center
  - Provides revised course descriptions that are aligned to California Common Core State Standards for the elective courses that can be offered in the Learning Center in middle and high school

**BACKGROUND:** The Division of Special Education is committed to providing a continuum of supports/services for students with disabilities and envisions service delivery models and multi-tiered special education service components at all middle and high schools. One of the service delivery options within the Resource Specialist Program is Direct Instruction Services for assisting students in acquiring the content and strategies needed to succeed in the general education curriculum. At the secondary level, these services are often provided outside of general education to allow time for the special education team to provide the strategic and/or intensive instruction needed for students to make progress toward Individualized Education Program (IEP) goals and grade-level standards. Therefore, every secondary middle and high school must establish and maintain a Learning Center.

The secondary Learning Center is a data-driven, evidence-based approach for providing the level of strategic or intensive Direct Instruction Services some students with disabilities will need in order to access the general education



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### **BACKGROUND (Continued):**

curriculum. Secondary schools should schedule elective courses in the Learning Center to support this type of instruction and this service delivery option.

### **DEFINITIONS:**

#### SECONDARY LEARNING CENTER

The purpose of the secondary Learning Center is to provide students with disabilities, particularly those receiving services from the Resource Specialist Program (RSP), with supplemental Direct Instruction Services in content, learning strategies, and progress monitoring in academics, transition, behavior, and/or social communication skills. Instruction in the Learning Center must be based on students' needs identified in their IEPs that impact progress in the general education program.

A Learning Center is a designated classroom or set of classrooms where a diverse group of educators provides targeted instructional services to students. Both general and special education teachers may provide instruction in the Learning Center, provided they have the requisite teaching credentials/authorizations. Students receiving special education services and students in general education may be served simultaneously in a Learning Center elective course when a general education teacher and a special education teacher co-teach the class and carry separate rosters.

Instruction in the Learning Center does not supplant core instruction in the general education classroom. As they are supplemental or intervention in nature, courses taught in the Learning Center do not earn "a-g" credit but do earn elective credit toward culmination (middle school) or graduation (high school).

#### RSP SERVICE DELIVERY MODEL

Special education services support student achievement in the core curriculum in an integrated setting. Using a Multi-Tiered System of Supports (MTSS) approach that addresses the level of intensity, frequency, and duration of needed academic, behavioral, and social-emotional supports and services, IEP teams consider how that support can be provided and the amount of instruction needed outside of the general education classroom for students to meet their IEP goals.

The two interrelated components of the RSP Service Delivery Model:

- Collaborative Teaching and Planning is co-teaching in general education core classes and co-planning with general education teachers. This is an essential service delivery option of the Resource Specialist Program, as these students spend the majority of their day in the general education program. These services take place in the general education setting, and are often complemented by services outside of the general education classroom in the Learning Center.



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### DEFINITIONS (Continued):

- Direct Instruction Services provide targeted, data-driven instruction in the content, skills, or strategies the student needs to access the general education curriculum in alignment with the student's IEP goals. These services are typically provided in one or more of the following IEP goal areas: reading, writing, speaking/listening, English language development, or mathematics. Additional support for IEP goals in the areas of behavior, social communication skills, and/or pre-vocational skills is often also addressed through Direct Instruction Services. These services may take place outside the general education setting, i.e., in the Learning Center.

#### Notes:

1. Special education teachers are not authorized to provide direct services to nondisabled students in a pull-out setting without a general education teacher present. General education students served in the Learning Center must be assigned to a general education teacher.
2. The Learning Center must not serve as a referral room for disciplinary issues or be used as a study hall for students needing to complete missing or late assignments.

#### ASSESSMENT

Results from multiple formal and informal assessments must be used to determine the level/intensity, frequency, and duration of instruction and services to be delivered in the Learning Center. Data from the following assessments should be used in setting student goals for the Learning Center:

- Norm-referenced tests (e.g., Woodcock Johnson-IV, KTEA-III, etc.)
- Criterion-referenced tests (e.g., CAASPP/Smarter Balanced Summative and Interim Assessments, CELDT, LAUSD Interim Assessments, etc.)
- Curriculum-based measures (e.g., reading or math fluency tests, Maze measures)
- Mastery measures (e.g., content-specific quizzes or tests)
- Curriculum-based assessments (e.g., multi-step math problems, writing tasks, projects, performance tasks, etc.)

The IEP team should attempt multiple interventions over a period of time prior to recommending services in the Learning Center. The IEP team may need to determine the reasons why a student may not be earning passing grades or satisfactory work habits/cooperation marks in the general education classroom prior to making a recommendation for support in the Learning Center. Course grades/marks in the core English and/or math classes should not be the sole criterion used to determine Learning Center services. In addition, a student's lack of completed assignments should not be considered a primary reason for determining eligibility for services in the Learning Center. See Section IV of this reference guide for criteria.



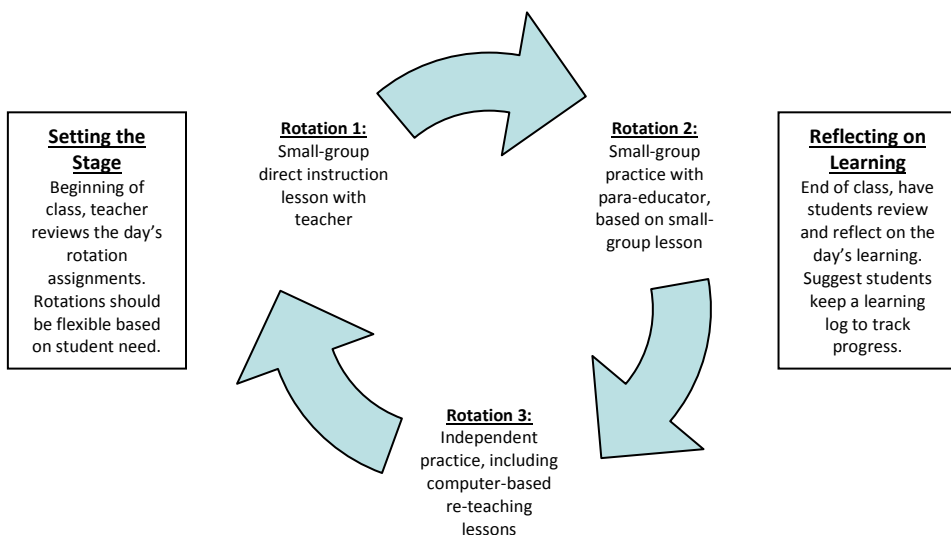
**DEFINITIONS**  
**(Continued):**

**CURRICULUM**

Teachers assigned to the Learning Center should utilize the California standards-based *Williams*-approved textbook series for English, ELD, and/or mathematics on a daily basis. Supplemental curriculum materials furnished by the textbook publishers or purchased from third-party vendors may be used when a student’s IEP indicates that he/she would benefit from additional instruction that goes beyond the core textbook. Schools should target supplemental instructional materials purchases for the Learning Center in their school-based budgets, including technology and hardware. Some recommended supplemental programs are listed in the LAUSD Program and Budget Handbook and are also listed in the course descriptions in Attachments B and C.

**INSTRUCTION**

Instruction in the Learning Center should use a rotational format. The ideal instructional format follows this outline:



**Small Group Rotations:** Based on current data, the teacher should group students according to their need for delivery of instruction and support. These groups should be organized flexibly and change approximately every 3-4 weeks, based on data from multiple sources. Each group should be led by the RSP teacher, a para-educator (or another teacher), or another student (e.g., peer tutor).

**Use of Learning Center to Support Instruction in General Education Courses:**

The goal of services in the Learning Center is to assist students with accessing the curriculum and instruction of the general education English and/or math courses. The Learning Center teacher may provide additional instruction that assists students in completing assignments given by the general education teacher when it is evident that students need further instruction in the content, skills, or strategies needed to be successful on the assignment.



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### DEFINITIONS (Continued):

#### Maximizing Instructional Time in the Learning Center:

Instructional time must be focused on targeted instruction aligned to IEP goals, not on completion of missing assignments or homework assignments from other courses. Teachers and IEP teams must not allocate time during the Learning Center elective course for the make-up of missing work or for students to complete homework assignments. It is expected that students with disabilities in general education courses will complete all assignments as directed by the general education teacher and in accordance with the IEP.

Students with disabilities with an active IEP are eligible for services in the Learning Center under all of the following conditions:

- The student is enrolled in a general education section of either the grade-level English or the grade-level math course, and that course is not a course taken for credit recovery or as a “repeater course.”
- The student is enrolled in courses taught by special education teachers for less than 50 percent of the school day.
- The IEP team has documented how the student will be supported in the general education setting in the IEP, including the student’s need for Learning Center support.

#### Note on serving Special Day Program (SDP) students in the Learning Center:

Students with disabilities receiving core instruction through the special day program for the majority of the school day (more than 50 percent) may not be scheduled into Learning Center elective courses taught by Resource Specialist Teachers.

### PROCEDURES:

The following procedures outline considerations for the implementation of the secondary Learning Center. More resources are posted on the Division of Special Education’s website at <http://achieve.lausd.net/Page/4275>.

#### I. ROOM SELECTION

Each school serving secondary students (grades 6-8, 9-12, or 6-12) is required to have at least one space/classroom designated as the secondary Learning Center. Each space/classroom must meet the *California Education Code* space requirements for mild/moderate special education programs outlined in BUL-5002.1, dated November 4, 2013. In order to designate a space/classroom as the Learning Center, the policy requires the principal to submit the SE-60 form from BUL-5002.1 to the Special Education Service Center Administrator for approval prior to establishing or relocating a Learning Center.

- A. Select a space/classroom(s) that can accommodate groups of students for a variety of instructional configurations. Each Learning Center



**PROCEDURES**  
**(Continued):**

classroom should be able to accommodate at least three (3) distinct teaching stations that can provide various types of learning experiences: small group direct instruction, small group guided practice, and independent study and/or access to computers and other forms of instructional technology.

- B. Schools may choose to establish separate learning center classrooms by subject (English language arts/English language development and mathematics), and/or by grade level or small learning community.
- C. Some students receiving RSP services may need to access the Learning Center in a flexible manner without being scheduled into a Learning Center elective course. These flexible uses include pre-teaching or re-teaching of core concepts from the general education course, taking tests in a smaller setting, providing accommodations, or for other specific, short-term purposes. These flexible uses should be documented in the IEP. Teachers providing collaborative, co-teaching support in a general education class will determine, when necessary, the need to use the Learning Center in a flexible manner. RSP teachers will need to communicate with the school administration so that the Learning Center classroom space can be made available for these flexible uses, even if other courses are scheduled into the same classroom.

**II. DEVELOPING THE MASTER SCHEDULE: RSP CLUSTERING & LEARNING CENTER COURSES**

- A. Based on a variety of data sources (e.g., IEP data, state assessment results, other performance measures), determine which students need access to the Learning Center and for what purpose.
- B. A student's IEP must reflect the level of service needed by the student. Time and frequency of services should be identified on the Summary Grid on FAPE Part 2 – Summary of Services.
- C. Determine type of RSP services for each student:
  - 1. Using IEP FAPE Part 2 – Summary of Services, determine the subjects in which students need to receive Direct Instruction Services [reading, writing, English language development (ELD), and mathematics]. These services are listed as “pull-out from general education” on the IEP.



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### PROCEDURES (Continued):

2. The IEP case carrier should prepare a list of students needing to be clustered for RSP support and those who need to be enrolled in a Learning Center elective. The IEP case carrier should provide that list to the Assistant Principal, Secondary Counseling Services (APSCS) prior to the development of the master schedule. As a best practice, these students should be clustered for support by the RSP teacher(s)/ paraprofessional(s) who will also support them in the Learning Center.
3. Depending on the number of instructional groupings needed for each elective course section, determine the number of teachers and paraprofessionals needed to support instruction and the optimal class size for each Learning Center course section. If the Learning Center supports all students, then it must be staffed by both general education and special education personnel.
4. All RSP teachers should be assigned at least one (1) period in the Learning Center per semester (or mester, if 4x4) to provide Direct Instruction Services to students receiving RSP services. The Learning Center is a part of the District’s RSP service delivery model; therefore, it is likely that all RSP teachers will need to be utilized in order to provide this service. The students enrolled in each teacher’s Learning Center elective can be students on their own RSP caseload or other students receiving RSP services. For more information about Welligent service tracking, see REF-5617.0, dated October 10, 2011.
5. RSP Teacher Schedule: All RSP teachers must have their entire daily schedule per semester (or mester, if 4x4) assigned in MiSiS, including a conference/preparation period per semester. All schools must ensure each full-time or itinerant RSP teacher has a course code entered for each period during the instructional day to account for the teacher’s full assignment. Sample RSP teacher daily schedules:

#### Sample Middle School RSP Teacher Schedule

Per	Course	Rm	Gen Ed Course-RSP Cluster
1	800301 RSP TEACHER	64	CC MATH 7A
H	800301 RSP TEACHER	20	HOMEROOM (GR 7)
2	310123 DEV MATH MS A	10	---
3	800301 RSP TEACHER	25	ENGLISH 7A
4	910203 CONF/PREP	10	---
5	800301 RSP TEACHER	60	CC MATH 6A
6	350201 DEV READ MS A	10	---





**PROCEDURES**  
**(Continued):**

Sample High School RSP Teacher Schedule

Per	Course	Rm	Gen Ed Course-RSP Cluster
1	800301 RSP TEACHER	B20	ADVISORY (GR 10)
2	800301 RSP TEACHER	A15	ENGLISH 10A
3	800301 RSP TEACHER	A21	ENGLISH 10A
4	350211 DEV READ HS A	C12	---
5	910203 CONF/PREP	C12	---
6	800301 RSP TEACHER	A28	ENGLISH 9A
7	170605 DEV ELS SH A	C12	---

**III. ELECTIVE COURSE OFFERINGS FOR THE LEARNING CENTER**

The following elective courses may be taught in the Learning Center. Each of these courses earns five (5) elective credits toward middle school culmination or high school graduation.

- These courses must be scheduled concurrently with the general education English or mathematics course. These courses may not be used in lieu of placement in the core ELA or math course, as these courses do not meet core or “A-G” requirements.
- The course descriptions for each of these courses, which have been revised to align to the California Common Core State Standards in ELA and Math and the California ELD standards, can be located in the attachments to this reference guide (Attachments B and C).
- Each of these courses, outlined in the table below, may be repeated once for credit.

Secondary Learning Center Elective Course Options

<b>Middle School</b>	
Course Code	Course Title
350201 350202	Developing Reading/Language Arts Skills in the Content Areas (DEV READ MS A/B)
170601 170602	Developing English Language Skills in the Content Areas (DEV ELS MS A/B)*
310123 310124	Developing Mathematics Skills in the Content Areas (DEV MATH MS A/B)
<b>Senior High School</b>	
Course Code	Course Title
350211 350212	Developing Reading/Language Arts Skills in the Content Areas (DEV READ HS A/B)
170605 170606	Developing English Language Skills in the Content Areas (DEV ELS HS A/B)*
310127 310128	Developing Mathematics Skills in the Content Areas (DEV MATH HS A/B)

\* These courses are approved for Long Term English Learners (LTELs)





**PROCEDURES**  
**(Continued):**

The RSP teacher may be the roster-carrying teacher for students with disabilities for the above courses. The resource specialist teacher may not teach any other academic content courses. See BUL-1258.1 for more guidance on the role of the RSP teacher.

Long Term English Learner (LTEL) students with disabilities who need ELD support in the Learning Center must meet certain criteria. Placement in the Learning Center in lieu of a general education LTEL course must be based on a determination by the IEP team. For more guidance on providing ELD to students with disabilities, see REF-5994.1, dated July 13, 2015.

**IV. SCHEDULING ELIGIBLE STUDENTS INTO LEARNING CENTER ELECTIVE COURSES**

Step 1: When providing Direct Instruction Services in a pull-out format such as in the Learning Center, the criteria for placement in this service must be discussed at an IEP team meeting. The IEP team should utilize the following criteria when determining if services in the Learning Center could be effective for a given student:

<b>Criteria for Service Delivery in Learning Center (LC)</b>	
<p><b>Data from multiple sources must be analyzed to determine need for LC services:</b></p> <ul style="list-style-type: none"> <li>• Recent norm-referenced test scores (i.e., W-J IV, KTEA-III, etc.)</li> <li>• CAASPP/Smarter Balanced assessments</li> <li>• CELDT overall score and sub-scores (for English learners)</li> <li>• Review of records in cumulative folder and MyData</li> <li>• Course marks and Work Habits marks in grade-level English or math courses</li> <li>• Student’s input into his/her need for services/support from the LC, including the development of his/her related IEP goals and supports</li> </ul>	
<b>Additional Data Points for English/Language Arts or ELD</b>	<b>Additional Data Points for Mathematics</b>
<p>Curriculum-based assessments in ELA/ELD (chapter tests, quizzes, reading or spelling fluency CBMs, writing tasks).</p> <p>Analysis of student work samples to determine if the student has difficulty with written expression, retrieval of information from text, reading comprehension, using academic vocabulary in writing and speaking.</p> <p>General education ELA/ELD teacher has participated in the IEP meeting where the need for services/support from the Learning Center is discussed.</p>	<p>Curriculum-based assessments in math (chapter tests, quizzes, math fluency CBMs).</p> <p>Analysis of student work samples to determine if the student has difficulty with math fluency/automaticity, algebra readiness skills and concepts, and/or moving from math computation to math problem solving.</p> <p>General education math teacher has participated in the IEP meeting where the need for services/support from the Learning Center is discussed.</p>



**PROCEDURES  
(Continued):**

Additional Data Points for English/Language Arts or ELD (cont'd)	Additional Data Points for Mathematics (cont'd)
<p>Student is not already placed in Literacy for Success or Strategic Literacy as a Tier 3/Intensive Literacy support; students needing intensive support with phonics/decoding should be considered for placement in those courses instead.</p> <p><b>Note:</b> Deficits in spelling, vocabulary, and/or writing conventions/mechanics should <u>not</u> be the sole determinants for placement in the Learning Center.</p>	<p>Student is not already placed in a general education math intervention support elective course and/or the student needs more support in order to access general education core or intervention courses.</p> <p><b>Note:</b> Deficits in math fluency or automaticity should <u>not</u> be the sole determinants for placement in the Learning Center.</p>

Step 2: Classes in the Learning Center shall be organized based on the academic, transition, and social needs of students with disabilities. To the greatest extent possible, the RSP teacher of record for the Learning Center course should either be the student’s IEP Case Manager or one of the RSP co-teaching providers for that student.

Step 3: Students with disabilities should be programmed first into core courses clustered for RSP co-teaching support, and must be programmed by hand into Learning Center courses. The computerized program will not match the need to strategically cluster students in the Learning Center or core academic classes.

Step 4: The number of students programmed into the Learning Center in one period should be determined by the needs of the students served and the number of adults (e.g., teachers and/or paraprofessionals) staffed into the Learning Center. Class size should reflect the level of need among the students scheduled into a specific section/period of the course.

**V. SUPERVISION OF INSTRUCTION IN THE LEARNING CENTER**

School-site administrators should include the Learning Center in their regular observations and evaluations of teaching and learning.

**VI. EXITING A STUDENT FROM LEARNING CENTER SUPPORT**

Using the same criteria for establishing eligibility for the Learning Center in a given subject, frequent conferences with the parent/guardian and student should be held to review the student’s progress and determine if the student can be exited from Learning Center support.



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### PROCEDURES (Continued):

Some students who are scheduled into the Learning Center elective may demonstrate readiness to exit from this service mid-semester. For these students, the IEP team should reconvene to exit the student from the Learning Center, and the APSCS, counselor, or designee should adjust the student's schedule accordingly. If exiting the student from services in the Learning Center beyond the 12<sup>th</sup> week of instruction in a semester, the IEP team has the option to keep the student in the Learning Center course until the end of the semester for purposes of continuity.

In some cases, the IEP team may determine that a student needs more intensive support than what can be delivered in the Learning Center. In that event, the IEP team should convene to discuss the student's learning needs and the most appropriate services, setting, and/or placement for delivering special education services.

### RELATED RESOURCES:

- BUL-1258.1, "Description of the Resource Specialist Program and the Role of the Resource Specialist Teacher-Revised," dated November 15, 2004
- REF-5617.0, "Resource Specialist Program Service Tracking Implementation and Documentation Using the Welligent Service Tracking System," dated October 10, 2011
- REF-5994.1, "Scheduling Appropriate English Language Development (ELD) Instruction for English Learners with Disabilities," dated July 13, 2015
- BUL-5002.1 and Form SE-60, "Allocation and Relocation of Classroom Space and Identification of Classrooms for Special Education Programs," dated November 4, 2013
- LAUSD Special Education *Policies and Procedures Manual*, 2007
- Division of Special Education Website, "Learning Centers and the RSP Program," <http://achieve.lausd.net/Page/4275>

### ATTACHMENTS:

Attachment A: Collaborative Teaching and Planning Models  
Attachment B: Course Descriptions for Middle School Learning Center Elective Courses  
Attachment C: Course Descriptions for Senior High School Learning Center Elective Courses

### ASSISTANCE:

For assistance or more information, please contact your school's assigned LRE Specialist or Local District Special Education Service Center Administrator.

For further guidance, please contact Dr. Lisa Regan DeRoss, K-12 Instruction Coordinator, at [lisa.deross@lausd.net](mailto:lisa.deross@lausd.net) or Sonia Flores, Specialist, at [sonia.flores@lausd.net](mailto:sonia.flores@lausd.net), or (213) 241-6701.

**COLLABORATIVE TEACHING AND PLANNING**  
**SERVICE DELIVERY OPTION**

**What is Collaborative Teaching and Planning? (Co-Teaching and Co-Planning)**

Collaborative Teaching and Planning is a service delivery option, a way to provide students with disabilities the specialized instruction they may require, while ensuring they can access the general education curriculum in the least restrictive environment (Friend, 2008). This service is an essential element of the Resource Specialist Program, as these students with mild/moderate disabilities spend the majority of the school day in the general education classroom but need specialized support and instruction in order to make progress toward grade-level standards. It is a less intensive service delivery option than Direct Instruction Services, which are most often delivered outside of the general education classroom setting. In secondary schools, Direct Instruction Services are usually delivered during an elective course in the Learning Center.

In the Collaborative Teaching and Planning service delivery option, special education and general education teachers plan for and implement a variety of models of co-teaching to deliver instruction in the general education classroom: Complementary Teaching, Station Teaching, Parallel Teaching, Alternative Teaching, and Shared Teaching. For a more detailed description of each co-teaching model, visit: <http://achieve.lausd.net/Page/4275>.

<b>MODELS OF CO-TEACHING</b>	
<b>Co-Teaching Model</b>	<b>Description</b>
<b>Station Teaching</b>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher segment the lesson content, dividing the content into stations or centers for smaller group instruction</li> <li>• Both teachers plan and organize their station activities with attention to possible group differences with all students visiting all stations</li> </ul>
<b>Parallel Teaching</b>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher collaboratively organize the same lesson content, dividing the class into two groups who will learn the content separately in smaller, more focused groups</li> <li>• Each teacher teaches entire lesson to a small group of students, selecting different teaching strategies and supports needed for each group</li> </ul>
<b>Alternative Teaching</b>	<ul style="list-style-type: none"> <li>• Following a core lesson, the teachers determine which students need additional instruction for re-teaching and/or enrichment</li> <li>• Each teacher is responsible for different groups, determining the appropriate structures for alternative re-teaching or enrichment lessons together</li> </ul>
<b>Shared Teaching/ Team Teaching</b>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher make decisions about the content and organization of the lesson, building on each teacher’s strengths</li> <li>• Lead teacher and support teacher teach one lesson simultaneously to whole group, taking turns for each section or team teaching certain sections</li> </ul>
<b>Complementary Teaching</b> (One Teaching, One Drifting)	<ul style="list-style-type: none"> <li>• Lead teacher organizes the lesson, models the content, and identifies skills and strategies needed for groups and individual students to complete the lesson parts and task(s)</li> <li>• Support teacher assists and provides additional support, instruction, and guidance whenever needed</li> </ul>

**What is Universal Design for Learning (UDL), and how can teachers support students with disabilities in the general education classroom effectively?**

Access to the general education curriculum is a legal requirement that emphasizes the importance of aligning instructional strategies and supports to the grade-level expectations in the California standards for each content area (CDE, 2015). In the co-planning phase, the special education teacher partners with the general education teacher to co-design universally accessible lessons and learning tasks that incorporate students’ accommodations. Universal Design for Learning (UDL) is a framework for designing high quality instruction for all learners that builds on the variety of ways the brain processes learning (Meyer, Rose, & Gordon, 2014). Research has shown there are three networks of the brain that are activated during learning:

- The recognition networks of the brain gather and categorize facts and information, the “what” of learning. In particular, this region in the back of the brain stores what we see, hear, or read and organizes it for later use. For example, recalling facts or events is a function of the recognition networks.
- The strategic networks of the brain are designed to help learners plan for and perform tasks, the “how” of learning. This region is where executive functioning takes place as the brain retrieves knowledge stored in long-term memory and uses it for novel and strategic tasks. For example, solving a multi-step math problem and composing an essay are functions of the strategic networks.
- The affective networks of the brain reveal how learners get engaged and stay motivated, the “why” of learning. This includes how we are challenged, excited, or interested in the task at hand, and this is often referred to as the “emotional core” of the brain. For example, a person’s ability to remain on task and focused during a lecture is primarily a function of the affective networks.

During co-planning, general and special education teachers work collaboratively to identify areas where students with disabilities and other struggling learners may encounter difficulty. Using the UDL framework, teachers develop options for representing the content to optimize student learning, allowing options for students to act upon and express their learning on the learning task, and facilitating student engagement and motivation throughout the lesson. Students for whom co-planning and co-teaching are successful will not need Direct Instruction Services in the Learning Center and may be potential candidates for fading and/or exiting from special education services and supports. The UDL chart below provides the basics of the UDL principles; for more information visit <http://www.udlcenter.org> or <http://cast.org/udl/index.html>.

Provide Multiple Means of Engagement	Provide Multiple Means of Representation	Provide Multiple Means of Action and Expression
Provide options for self-regulation	Provide options for comprehension	Provide options for executive functioning
Provide options for sustaining effort and persistence	Provide options for language, mathematical expressions, and symbols	Provide options for expressive skills and fluency
Provide options for recruiting interest	Provide options for perception	Provide options for physical action

## **MIDDLE SCHOOL LEARNING CENTER ELECTIVE COURSES**

### **Developing Reading/Language Arts Skills in the Content Areas – Middle School (Semester Elective Course – Grades 6, 7, or 8)**

**Co-requisite: English 6, 7, or 8**

**350201            DEV READ MS A**

**350202            DEV READ MS B**

**Each semester course may be repeated for credit once in middle school.**

#### **Course Description**

The major emphasis of this course is to promote a balanced reading/language arts program that provides students with opportunities to develop skills to comprehend texts and tasks in both English/Language Arts courses and other content-area courses and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for struggling readers and/or writers (e.g., students with disabilities, English Learners, Standard English Learners, etc.) who are reading at least at the fourth grade level as measured by multiple assessments. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course. Ideally, this course will be taught in the school's Learning Center.

This elective course is designed to assist students in acquiring the prerequisite skills needed to achieve the grade level standards outlined in the *English Language Arts/English Language Development Framework for California Public Schools* (CDE, 2015). All six domains of the California Common Core State Standards for ELA are addressed in this course: Reading Literature, Reading Information, Reading Foundational Skills, Writing, Speaking and Listening, and Language. This intervention course earns elective credit only.

#### **Recommended Focus California Common Core State Standards (Anchor Standards)**

<b>Reading</b>	CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
<b>Writing</b>	CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking and Listening</b>	CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>Language</b>	CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Developing Reading Skills in the Content Areas – Middle School (continued)**

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors from text in relation to events
- Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations
- Give examples of literal and implied meaning of words and trace their derivations
- Paraphrase and summarize to increase understanding
- Classify and arrange oral and written information in sequence, using a variety of prewriting strategies and utilizing a variety of sentence types that are appropriate for the purpose
- Follow directions and a sequence of events or ideas presented in oral or written form
- Use paragraphs to organize information and ideas
- Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion
- Distinguish between major and minor facts and details, opinion, and inference in content area materials
- Summarize information from content area materials in a coherent manner, with generalizations supported by specific details
- Trace the etymology of words and use knowledge of roots and affixes to understand their meanings
- Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics
- Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English
- Locate information in reference texts by using organizational features (e.g., prefaces and appendixes)
- Use various reference materials (e.g., dictionary, thesaurus, card catalogue, encyclopedia, online information) as aids to writing

**Assessments** will include:

- Results from California and LAUSD assessments in English language arts will be used to guide instruction
- Curriculum-based assessments and teacher-designed formative assessments from general education course
- Student oral and written narratives, expository compositions, essays, and research compositions

### **Texts/Materials**

- All District-adopted standards-based textbooks for English language arts, history/social science, and/or science (teacher and student editions, including ancillary and digital resources)
- Supplementary English Language Arts and literacy materials:
  - Reading Comprehension and Fluency: *Focused Reading Intervention, Ticket to Read, Compass Learning/Odyssey Reading, Six-Minute Solution/eSolution, VocabJourney, REWARDS, Read-180, Accelerated Reader, Reader's Handbook*, etc.
  - Writing and Language: Spelling/Morphology: *Step Up to Writing, English 3D, Words Their Way, Write Source, Writer's Inc., Writing A-Z*, etc.
- LAUSD-approved textbooks and materials to support English Language Development: *Reader's Handbook*, Middle School edition, *Write Source*, grades 6, 7, and 8, *Scholastic English 3D*, and all other materials
- LAUSD Middle School curriculum materials, posted to the Division of Instruction website: English language arts, English language development, history/social science, and science
- Supplementary texts (news and magazine articles, editorials, commentaries, longer works of nonfiction)



## **Developing English Language Skills in the Content Areas – Middle School**

**(Semester Elective Course – Grades 6, 7, or 8)**

**Co-requisite: Grade-level sheltered English course**

**170601           DEV ELS MS A**

**170602           DEV ELS MS B**

**Each semester course may be repeated for credit once in middle school.**

### **Course Description**

The major emphasis of this course is to promote a balanced English Language Development (ELD) program that provides students who are Long Term English Learners (LTELs) with opportunities to develop skills in English reading, writing, listening, speaking, and language to comprehend texts and tasks in both English Language Arts courses and other content-area courses. In alignment with the *English Language Arts/English Language Development Framework for California Public Schools* (CDE, 2015), instruction in this course includes both Integrated ELD across content areas and Designated ELD, focusing on building students' proficiency with collaborative language (engagement in dialogue with others), interpretive language (comprehension and analysis of written and spoken texts), and productive language (creation of oral presentations and written texts), and in developing their metalinguistic awareness (their awareness and self-monitoring of language) and accuracy of English language production. Ideally, this course will be taught in the school's Learning Center.

The course will provide sequential and structured opportunities for students who are LTELs who are reading at least at the fourth grade level as measured by multiple assessments. Students will learn systematic strategies in English reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course. The framework provides an opportunity to use English language skills for exploring ideas, attitudes, and values as they relate to self and the larger community. The teacher of this course must possess a CLAD/BCLAD/LDS or other District-approved certification for teaching English Language Development, as well as have received training in the LAUSD LTEL curriculum and instructional strategies.

This course fulfills the daily English Language Development instruction requirement for LTEL students who are considered "reasonably fluent" according to the *LAUSD Master Plan for English Learners* but are not making annual progress toward reclassification. This elective course is designed to assist students with disabilities in acquiring the skills needed to achieve the California ELD standards. All six domains of the California Common Core State Standards for ELA are addressed in this course: Reading Literature, Reading Information, Reading Foundational Skills, Writing, Speaking and Listening, and Language. This intervention course earns elective credit only and cannot be used in place of the grade-level English course.

### **Recommended Focus Areas from the California English Language Development Standards**

#### **Part 1: Interacting in Meaningful Ways**

- |   |  |
|---|--|
| <b>Collaborative<br/>Uses of Language</b> | <ol style="list-style-type: none"><li>1. Exchanging information/ideas via oral communication and conversations</li><li>2. Interacting via written English (print and multimedia)</li><li>3. Offering opinions and negotiating with/persuading others</li><li>4. Adapting language choices to various contexts</li></ol>  |
| <b>Interpretive Uses<br/>of Language</b>  | <ol style="list-style-type: none"><li>5. Listening actively and asking/answering questions about what was heard</li><li>6. Reading closely and explaining interpretations/ideas from reading</li><li>7. Evaluating how well writers and speakers use language to present or support ideas</li><li>8. Analyzing how writers use vocabulary and other language resources</li></ol> |
| <b>Productive Uses of<br/>Language</b>    | <ol style="list-style-type: none"><li>9. Expressing information and ideas in oral presentations</li><li>10. Composing/writing literary and informational texts</li><li>11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments</li><li>12. Selecting and applying varied and precise vocabulary and other language resources</li></ol>      |

## **Developing English Language Skills in the Content Areas – Middle School (continued)**

### **Part 2: Learning About How English Works**

<b>Structuring</b>	1. Understanding text structure and organization based on purpose, text type, and discipline
<b>Cohesive Texts</b>	2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
<b>Expanding and Enriching Ideas</b>	3. Using verbs and verb phrases to create precision and clarity in different text types
	4. Using nouns and noun phrases to expand ideas and provide more detail
	5. Modifying to add details to provide more information and create precision
<b>Connecting and Condensing Ideas</b>	6. Connecting ideas within sentences by combining clauses
	7. Condensing ideas within sentences using a variety of language resources

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Develop English reading, writing, listening, and/or speaking skills that are necessary for reclassification
- Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors in relation to events
- Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations
- Give examples of literal and implied meaning of words and trace their derivations
- Paraphrase and summarize to increase understanding
- Classify and arrange oral and written information in sequence, using a variety of prewriting strategies and utilizing a variety of sentence types that are appropriate for the purpose
- Follow directions and a sequence of events or ideas presented in oral or written form
- Use paragraphs to organize information and ideas
- Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion
- Distinguish between major and minor facts and details, opinion, and inference in content area materials
- Summarize information from content area materials in a coherent manner, with generalizations supported by specific details
- Trace the etymology of words and use knowledge of roots and affixes to understand their meanings
- Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics
- Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English

**Assessments** will include:

- Results from the annual CA ELD Assessment administration and the LAUSD assessments in ELA and ELD
- Curriculum-based assessments and teacher-designed formative assessments
- Student oral and written narratives, expository compositions, essays, and research compositions

### **Texts/Materials**

- All District-adopted standards-based textbooks for English language arts and English language development (teacher and student editions, including ancillary and digital resources), including *Reader's Handbook*, Middle School edition, *Write Source*, grades 6, 7, and 8, *Scholastic English 3D*, *High Point*, and all other materials
- Supplementary ELD and literacy materials:
  - Reading Comprehension and Fluency: *Focused Reading Intervention*, *High Point*, *Ticket to Read*, *Compass Learning/Odyssey Reading*, *Six-Minute Solution/eSolution*, *VocabJourney*, *REWARDS*, *Read-180*, *Accelerated Reader*, *Reader's Handbook*, etc.
  - Writing and Language: Spelling/Morphology: *Step Up to Writing*, *English 3D*, *Words Their Way*, *Write Source*, *Writer's Inc.*, *Writing A-Z*, etc.
- Supplementary texts (news and magazine articles, editorials, commentaries, longer works of nonfiction)

**Developing Mathematics Skills in the Content Areas – Middle School  
(Semester Elective Course – Grades 6, 7, or 8)**

**Co-requisite: Common Core Math 6, Math 7, or Math 8 or Common Core Algebra 1**

**310123 DEV MATH MS A**

**310124 DEV MATH MS B**

Each semester course may be repeated for credit once in middle school.

**Course Description**

The major emphasis of this course is to promote a balanced mathematics program that provides students with opportunities to develop skills in mathematics computation, application, problem solving, and conceptual understanding that will prepare them for the college preparatory mathematics courses in high school. The course will provide sequential and structured opportunities for students who are performing below grade level in mathematics as measured by multiple assessments. Students will learn systematic strategies in computation, application, and problem solving that will enable them to solve a variety of mathematics problems in both written and numeric forms. The framework provides an opportunity for students to use skills for developing deep conceptual understanding of the Common Core Mathematics Standards and Mathematical Practices for middle grades. Ideally, this course will be taught in the school's Learning Center.

This elective course is designed to assist students in acquiring the prerequisite skills needed to achieve the grade level standards outlined in the *Mathematics Framework for California Public Schools* (CDE, 2015). Seven domains of the Common Core State Standards are addressed in this course: Ratios and Proportional Relationships, The Number System, Geometry, Statistics and Probability, Expressions and Equations, and Functions, including the Standards for Mathematical Practice. This intervention course earns elective credit only and cannot be used in place of the grade-level mathematics course.

**Recommended Focus California Common Core State Standards**

- Standards for Mathematical Practice – All Grades**
1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.

**Grade 6**

**Ratios and Proportional Relationships:**

- Understand ratio concepts and use ratio reasoning to solve problems.

**The Number System:**

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

**Expressions and Equations:**

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

**Geometry:**

- Solve real-world and mathematical problems involving area, surface area, and volume.

**Statistics and Probability:**

- Develop understanding of statistical variability.
- Summarize and describe distributions.

## Developing Mathematics Skills in the Content Areas – Middle School (continued)

### Grade 7

#### **Ratios and Proportional Relationships:**

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

#### **The Number System:**

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Know that there are numbers that are not rational and approximate them by rational numbers.

#### **Expressions and Equations:**

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

#### **Geometry:**

- Draw, construct, and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Solve real-life and mathematical problems involving volume of cylinders, cones, and spheres.

#### **Statistics and Probability:**

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

### Grade 8

#### **The Number System:**

- Know that there are numbers that are not rational, and approximate them by rational numbers.

#### **Expressions and Equations:**

- Work with radicals and integer exponents.
- Understand the connection between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

#### **Functions:**

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

#### **Geometry:**

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

#### **Statistics and Probability**

- Investigate patterns of association in bivariate data.

## Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Make sense of problems involving both foundational math skills (e.g., cardinality and counting, operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, and geometry) and problems involving algebraic expressions and equations, and persevere in solving them
- Reason abstractly and quantitatively using a combination of verbal and written description, visual displays (e.g., figures, charts, graphs, tables), and numerical expressions
- Construct viable arguments and critique the reasoning of others when solving problems
- Model with mathematics in a variety of written and visual forms

## **Developing Mathematics Skills in the Content Areas – Middle School (continued)**

### **Representative Performance Outcomes and Skills (continued)**

- Attend to precision when solving problems and be able to recognize when a solution is not precise
- Look for and make use of structure when comprehending word problems, multi-step problems, and problems involving order of operations

### **Assessments will include:**

- Results from California and LAUSD assessments in mathematics will be used to guide instruction
- Curriculum-based assessments and teacher-designed formative assessments
- Group and individual oral or written presentations involving the use of visual displays

### **Texts/Materials**

- All District-adopted standards-based textbooks for mathematics (teacher and student editions, including ancillary and digital resources)
- Supplementary mathematics materials:
  - Grade 6 and Grade 7 curriculum resources: *TransMath* (Levels 1 and 2), *Focused Math Intervention* (Levels 6 and 7), *ALEKS*, *Vmath/Vmath Live*, *Compass Learning/Odyssey Math*, *Accelerated Math*, *Step Up to Writing in Math*, etc.
  - Grade 8 & Algebra 1 curriculum resources: *TransMath* (Level 3), *Focused Math Intervention* (Level 8), *Explorations in Core Math: Algebra 1*, *Algebra Ready*, *Standards Plus Mathematics: Algebra*, *ALEKS*, *Vmath/Vmath Live*, *Compass Learning/Odyssey Math*, *Accelerated Math*, *Step Up to Writing in Math*, etc.
- LAUSD Middle School curriculum materials, posted to the Division of Instruction website
- A variety of manipulatives, electronic and technology-based tools and devices, and mathematics tools to support student understanding

## **SENIOR HIGH SCHOOL LEARNING CENTER ELECTIVE COURSES**

### **Developing Reading/Language Arts Skills in the Content Areas – Senior High School (Semester Elective Course – Grades 9-12)**

**Co-requisite: Grade-level English course**

**350211            DEV READ HS A**

**350212            DEV READ HS B**

**Each semester course may be repeated for credit once in senior high school.**

#### **Course Description**

The major emphasis of this course is to promote a balanced reading/language arts program that provides students with opportunities to develop skills to comprehend texts and tasks in both English/Language Arts courses and other content-area courses and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for struggling readers and/or writers (e.g., students with disabilities, English Learners, Standard English Learners, etc.) who are reading at least at the sixth grade level as measured by multiple assessments. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course. Ideally, this course will be taught in the school's Learning Center.

This elective course is designed to assist students in acquiring the prerequisite skills needed to achieve the grade level standards outlined in the *English Language Arts/English Language Development Framework for California Public Schools* (CDE, 2015). All six domains of the California Common Core State Standards for ELA are addressed in this course: Reading Literature, Reading Information, Reading Foundational Skills, Writing, Speaking and Listening, and Language. This intervention course earns elective credit only (non-A-G course) and cannot be used for credit recovery.

#### **Recommended Focus California Common Core State Standards (Anchor Standards)**

<b>Reading</b>	CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
<b>Writing</b>	CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking and Listening</b>	CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>Language</b>	CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Developing Reading Skills in the Content Areas – Senior High School (continued)**

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors from text in relation to events
- Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations
- Give examples of literal and implied meaning of words and trace their derivations
- Paraphrase and summarize to increase understanding
- Classify and arrange oral and written information in sequence, using a variety of prewriting strategies and utilizing a variety of sentence types that are appropriate for the purpose
- Follow directions and a sequence of events or ideas presented in oral or written form
- Use paragraphs to organize information and ideas
- Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion
- Distinguish between major and minor facts and details, opinion, and inference in content area materials
- Summarize information from content area materials in a coherent manner, with generalizations supported by specific details
- Trace the etymology of words and use knowledge of roots and affixes to understand their meanings
- Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics
- Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English
- Locate information in reference texts by using organizational features (e.g., prefaces and appendixes)

**Assessments** will include:

- Results from California and LAUSD assessments in English language arts will be used to guide instruction
- Curriculum-based assessments and teacher-designed formative assessments from general education course
- Student oral and written narratives, expository compositions, essays, and research compositions

### **Texts/Materials**

- All District-adopted standards-based textbooks for English language arts, history/social science, and/or science (teacher and student editions, including ancillary and digital resources)
- Supplementary English Language Arts and literacy materials:
  - Reading Comprehension and Fluency: *Compass Learning/Odyssey Reading, Six-Minute Solution/eSolution, VocabJourney, REWARDS, Read-180, Accelerated Reader, Reader's Handbook, BOLDPRINT, Inside the Text*, etc.
  - Writing and Language: Spelling/Morphology: *Step Up to Writing, English 3D, Words Their Way, Write Source, Writer's Inc.*, etc.
- Expository reading and writing resources from the California State University and the CSU Chancellor's Reading Institute, posted at: <http://writing.csusuccess.org/>
- LAUSD-approved textbooks and materials to support English Language Development: *Reader's Handbook*, High School edition, *Write Source*, grades 9-12, *Scholastic English 3D*, and all other materials
- LAUSD High School curriculum materials, posted to the Division of Instruction website: English language arts, English language development, history/social science, and science
- Supplementary texts (news and magazine articles, editorials, commentaries, longer works of nonfiction)



## **Developing English Language Skills in the Content Areas – Senior High School (Semester Elective Course – Grades 9-12)**

**Co-requisite: Grade-level sheltered English course**

**170605      DEV ELS SH A**

**170606      DEV ELS SH B**

**Each semester course may be repeated for credit once in senior high school.**

### **Course Description**

The major emphasis of this course is to promote a balanced English Language Development (ELD) program that provides students who are Long Term English Learners (LTELs) with opportunities to develop skills in English reading, writing, listening, speaking, and language to comprehend texts and tasks in both English/Language Arts courses and other content-area courses. In alignment with the *English Language Arts/English Language Development Framework for California Public Schools* (CDE, 2015), instruction in this course includes both Integrated ELD across content areas and Designated ELD, focusing on building students' proficiency with collaborative language (engagement in dialogue with others), interpretive language (comprehension and analysis of written and spoken texts), and productive language (creation of oral presentations and written texts), and in developing their metalinguistic awareness (their awareness and self-monitoring of language) and accuracy of English language production. Ideally, this course will be taught in the school's Learning Center.

The course will provide sequential and structured opportunities for students who are LTELs who are reading at least at the sixth grade level as measured by multiple assessments. Students will learn systematic strategies in English reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course. The framework provides an opportunity to use English language skills for exploring ideas, attitudes, and values as they relate to self and the larger community. The teacher of this course must possess a CLAD/BCLAD/LDS or other District-approved certification for teaching English Language Development, as well as have received training in the LAUSD LTEL curriculum and instructional strategies.

This course fulfills the daily English Language Development instruction requirement for LTEL students who are considered "reasonably fluent" according to the *LAUSD Master Plan for English Learners* but are not making annual progress toward reclassification. This elective course is designed to assist students with disabilities in acquiring the skills needed to achieve the California ELD standards. All six domains of the California Common Core State Standards for ELA are addressed in this course: Reading Literature, Reading Information, Reading Foundational Skills, Writing, Speaking and Listening, and Language. This intervention course earns elective credit only (non-A-G course) and cannot be used in place of the grade-level English course or for credit recovery.

### **Recommended Focus Areas from the California English Language Development Standards**

#### **Part 1: Interacting in Meaningful Ways**

- |                                       |  |
|---------------------------------------|--|
| <b>Collaborative Uses of Language</b> | 1. Exchanging information/ideas via oral communication and conversations                     |
|                                       | 2. Interacting via written English (print and multimedia)                                    |
|                                       | 3. Offering opinions and negotiating with/persuading others                                  |
|                                       | 4. Adapting language choices to various contexts   |
| <b>Interpretive Uses of Language</b>  | 5. Listening actively and asking/answering questions about what was heard                    |
|                                       | 6. Reading closely and explaining interpretations/ideas from reading                         |
|                                       | 7. Evaluating how well writers and speakers use language to present or support ideas         |
|                                       | 8. Analyzing how writers use vocabulary and other language resources                         |
| <b>Productive Uses of Language</b>    | 9. Expressing information and ideas in oral presentations                                    |
|                                       | 10. Composing/writing literary and informational texts                                       |
|                                       | 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments |
|                                       | 12. Selecting and applying varied and precise vocabulary and other language resources        |

## **Developing English Language Skills in the Content Areas – Senior High School (continued)**

### **Part 2: Learning About How English Works**

<b>Structuring</b>	1. Understanding text structure and organization based on purpose, text type, and discipline
<b>Cohesive Texts</b>	2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
<b>Expanding and Enriching Ideas</b>	3. Using verbs and verb phrases to create precision and clarity in different text types
	4. Using nouns and noun phrases to expand ideas and provide more detail
	5. Modifying to add details to provide more information and create precision
<b>Connecting and Condensing Ideas</b>	6. Connecting ideas within sentences by combining clauses
	7. Condensing ideas within sentences using a variety of language resources

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Develop English reading, writing, listening, and/or speaking skills that are necessary for reclassification
- Compare and contrast, gather, identify, question, and evaluate different ideas, values, and behaviors in relation to events
- Contribute pertinent information to class or group discussions and participate in other appropriate oral language situations
- Give examples of literal and implied meaning of words and trace their derivations
- Paraphrase and summarize to increase understanding
- Classify and arrange oral and written information in sequence, using a variety of prewriting strategies and utilizing a variety of sentence types that are appropriate for the purpose
- Follow directions and a sequence of events or ideas presented in oral or written form
- Use paragraphs to organize information and ideas
- Revise work by combining sentences, adding details to support the content, and incorporating an interesting opening and a satisfying conclusion
- Distinguish between major and minor facts and details, opinion, and inference in content area materials
- Summarize information from content area materials in a coherent manner, with generalizations supported by specific details
- Trace the etymology of words and use knowledge of roots and affixes to understand their meanings
- Incorporate strong, vivid, precise, and interesting vocabulary in writing about content area topics
- Proofread, edit, and evaluate their own compositions for clarity and coherence, according to established criteria of standard written English

**Assessments** will include:

- Results from the annual CA ELD Assessment administration and the LAUSD assessments in ELA and ELD
- Curriculum-based assessments and teacher-designed formative assessments
- Student oral and written narratives, expository compositions, essays, and research compositions

### **Texts/Materials**

- All District-adopted standards-based textbooks for English language arts and English language development (teacher and student editions, including ancillary and digital resources), including *Reader's Handbook*, High School edition, *Write Source*, grades 9-12, *Scholastic English 3D*, *High Point*, and all other materials
- Supplementary literacy materials (for more resources, see the Division of Special Education website):
  - Reading Comprehension and Fluency: *Compass Learning/Odyssey Reading*, *REWARDS*, *Six-Minute Solution/eSolution*, *VocabJourney*, *Read-180*, *Accelerated Reader*, *Reader's Handbook*, etc.
  - Writing and Language: Spelling/Morphology: *Step Up to Writing*, *English 3D*, *Words Their Way*, *Write Source*, *Writer's Inc.*, etc.
- Supplementary texts (news and magazine articles, editorials, commentaries, longer works of nonfiction)

**Developing Mathematics Skills in the Content Areas – Senior High School  
(Semester Elective Course – Grades 9-12)**

**Co-requisite: Common Core Algebra 1 or higher**

**310127            DEV MATH SH A**

**310128            DEV MATH SH B**

**Each semester course may be repeated for credit once in senior high school.**

**Course Description**

The major emphasis of this course is to promote a balanced mathematics program that provides students with opportunities to develop skills in mathematics computation, application, problem solving, and conceptual understanding that will prepare them for the college preparatory mathematics courses in high school. The course will provide sequential and structured opportunities for students who are performing below grade level in mathematics as measured by multiple assessments. Students will learn systematic strategies in computation, application, and problem solving that will enable them to solve a variety of mathematics problems in both written and numeric forms. The framework provides an opportunity for students to use skills for developing deep conceptual understanding of the California Common Core Mathematics Standards and Mathematical Practices for grades K-12. Ideally, this course will be taught in the school's Learning Center.

This elective course is designed to assist students in acquiring the foundational and college-preparatory mathematics skills needed to achieve the grade level standards outlined in the *Mathematics Framework for California Public Schools* (CDE, 2015) and to meet the mathematics requirements for graduation. Seven domains of the California Common Core State Standards are addressed in this course: Ratios and Proportional Relationships, The Number System, Geometry, Statistics and Probability, Expressions and Equations, and Functions, including the Standards for Mathematical Practice. This intervention course earns graduation elective credit (non A-G) and cannot be used for credit recovery.

**Recommended Focus California Common Core State Standards**

- Standards for Mathematical Practice – All Grades**
1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.

**Algebra 1            The Real Number System:**

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.

**Quantities:**

- Reason quantitatively and use units to solve problems.

**Seeing Structure in Expressions:**

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

**Arithmetic with Polynomials and Rational Expressions:**

- Perform arithmetic operations on polynomials.

**Creating Equations**

- Create equations that describe numbers or relationships.

## **Developing Mathematics Skills in the Content Areas – Senior High School (continued)**

### **Recommended Focus California Common Core State Standards (continued)**

#### **Reasoning with Equations and Inequalities:**

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

#### **Interpreting Functions:**

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.

#### **Building Functions:**

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

#### **Linear, Quadratic, and Exponential Models:**

- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

#### **Interpreting Categorical and Quantitative Data:**

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

### **Geometry**

#### **Congruence:**

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Make geometric constructions.
- Prove geometric theorems.

#### **Expressing Geometric Properties with Equations:**

- Use coordinates to prove simple geometric theorems algebraically.
- Translate between the geometric description and the equation for a conic section.
- Use coordinates to prove simple geometric theorems algebraically.

#### **Similarity, Right Triangles, and Trigonometry:**

- Understand similarity in terms of similarity transformations.
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.

#### **Circles:**

- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.

#### **Geometric Measurement and Dimension:**

- Explain volume formulas and use them to solve problems.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Make sense of problems involving both foundational math skills (e.g., cardinality and counting, operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, and geometry) and problems involving algebraic expressions and equations, and persevere in solving them

## **Developing Mathematics Skills in the Content Areas – Senior High School (continued)**

### **Representative Performance Outcomes and Skills (continued)**

- Model with mathematics in a variety of written and visual forms
- Use appropriate tools (e.g., manipulatives, rulers, protractors, calculators) strategically
- Attend to precision when solving problems and be able to recognize when a solution is not precise
- Look for and make use of structure when comprehending word problems, multi-step problems, and problems involving order of operations

### **Assessments will include:**

- Results from California and LAUSD assessments in mathematics will be used to guide instruction
- Curriculum-based assessments and teacher-designed formative assessments
- Group and individual oral or written presentations involving the use of visual displays

### **Texts/Materials**

- All District-adopted standards-based textbooks for mathematics (teacher and student editions, including ancillary and digital resources)
- Supplementary mathematics materials:
  - Foundational Math Skills: *TransMath* (Levels 1 and 2), *Focused Math Intervention* (Levels 6-8), *ALEKS*, *Vmath/Vmath Live*, *Compass Learning/Odyssey Math*, *Accelerated Math*, *Step Up to Writing in Math*, etc.
  - Algebra 1: *TransMath* (Level 3), *Explorations in Core Math: Algebra 1*, *Algebra Ready*, *Algebra Rescue*, *Standards Plus Mathematics: Algebra*, *ALEKS*, *Vmath/Vmath Live*, *Compass Learning/Odyssey Math*, *Accelerated Math*, *Step Up to Writing in Math*, etc.
  - Geometry: *ALEKS*, *Compass Learning/Odyssey Math*, *Accelerated Math*, *Step Up to Writing in Math*, etc.
  - Algebra 2: *Explorations in Core Math: Algebra 2*, *TransMath* (Level 3), *Algebra Ready*, *Algebra Rescue*, *Standards Plus Mathematics: Algebra*, *ALEKS*, *Vmath/Vmath Live*, *Compass Learning/Odyssey Math*, *Accelerated Math*, *Step Up to Writing in Math*, etc.
- LAUSD High School curriculum materials, posted to the Division of Instruction website
- A variety of manipulatives, electronic and technology-based tools and devices, and mathematics tools to support student understanding