

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: RUSD High Schools Department: Special Services
(course offerings will be made available for all schools)

Contact Information

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Course Information

Course Title: Integrated Math 2D Transcript Name (15 Max): INTMATH2D

Length of course: One Year Amount of Units: 10
(one semester, two semesters, or one-year course)

Area of Credit: Math
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Education Specialist Additional Training: CLAD

Department Review Date: 4/15/24 Dept. Signature: 

Site Administrator Signature: 

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Julie Swan Date reviewed: 04/08/24

☒ District section of this form is appropriately completed

☒ All required attachments are affixed and appropriate

☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: 

Course Approval Curriculum Committee

Approved by: Unanimous Decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: 

Board Submission Date: May 7, 2024 Board Approved Date: _____

Redlands Unified School District Course of Study
High School Course Description for INT Math II Dynamic

Course Title: Integrated Math IIDynamic	Curricular Area: Mathematics
Course Number:	Length: Two years, can be repeated for elective credit
Grade Level(s): 9-12	Prerequisites: Eligible to participate in the California Alternate Assessment (CAA)
Meets a UC a-g Requirement: No	Meets NCAA Requirement: No
Meets High School Graduation Requirement for: Mathematics	

Course Outline

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples. (This course is aligned California State Math Content Standards.)

Alignment (Connection to Common Core)

This course is aligned to the California Common Core State Standards for Mathematics and the Core Content Connectors (CCCs). The CCCs identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Examples of Assessments Appropriate for the Course

Formative:

- Mathematical Discourse
- Reflection questions
- Teacher observations/evidence
- Student discussions
- Quiz
- Exit ticket

Summative:

- Performance task
- Unit Assessment

Instructional Materials

Required Textbook(s)

1. Unique Learning Systems

Supplemental Materials

1. ULS Instructional Guides;

Mathematics Instructional

Tools: Math Pack/Numbers

2. Instructional Tools: Number Journal Standards Connection

3. News2you

- Activities: Vertical Addition; Vertical Subtraction

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Activities: Writing Addition Problems	Problems	<u>Web Sites</u>
• Activities: Patchwork Addition; Patchwork Subtraction Activities: Word	<ul style="list-style-type: none"> Activities: Higher Addition; Higher Subtraction 	1.
	<u>Suggested Video/DVDs//Films</u>	<u>Software/Applications</u>
	1.	1.

Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson(Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

Support for English Language Learners:

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The ELD Connectors represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

Redlands Unified School District Course of Study
High School Course Description for **INT Math II Dynamic**

SAMPLE Lesson

Learning Focus - Congruence and Similarity		
Task	Topic	Instructional Opportunities
3-1	Transformations and Congruence	Lesson 24a - Activity 3.2 Lesson 24b - Activity 4.1
3-2	Similarity of Shapes	Lesson 24a - Activity 3.2 Lesson 24b - Activity 4.1
3-2	Triangle Similarity and Congruence	Lesson 24b - Activity 2.3, 2.4

Unit 3: Graphing Linear Functions

Students will review what functions are and how each variable impacts results.

Sample activities include through locating various point on a graph, creating graphs with different variables, and solving one variable using a graph when a variable is presented (e.g, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.) Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.