

**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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Summer Contact Person: Britta Davidson

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**Course Information**

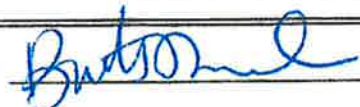
Course Title: Life Science Dynamic Transcript Name (15 Max): LIFESCID

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

Area of Credit: Science  
(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: 4-5-24 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: \_\_\_\_\_

## High School Course Description for **Biology/Life Science Dynamic**

<b>Course Title:</b> Biology/Life Science Dynamic	<b>Curricular Area:</b> Life Science
<b>Course Number:</b>	<b>Length:</b> One year, can be repeated for elective credit
<b>Grade Level(s):</b> 9-12	<b>Prerequisites:</b> Eligible to participate in the California Alternate Assessment (CAA)
<b>Meets a UC a-g Requirement:</b> No	<b>Meets NCAA Requirement:</b> No
<b>Meets High School Graduation Requirement for:</b> Life Science	

### Course Outline

Biology/Life Science Dynamic is a survey course 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 will allow students to use evidence from experiments, research, and observations, to evaluate and develop claims backed by evidence and reasoning, and develop models to investigate the natural world.

### Alignment (Connection to Common Core)

This course is aligned to the California Common Core State Standards for Science and the California Next Generation Science Standards Core Content Connectors for Alternate Assessments (CCCs). The CCCs identify the most salient grade-level, core academic content in ELA, Mathematics, and Science 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 and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, and class discussions.

### Course Materials

#### Required Textbook(s)

1. Unique Learning Systems  
n2y Library/Science Books

#### Novels and Other Readings

#### Supplemental Materials

1. ULS Science and Social Studies Courses Standards Connection

#### **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

## High School Course Description for **Biology/Life Science Dynamic**

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 understanding, 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.

### Units:

#### **Biology/Life Science**

Scientific Method  
Living vs Non-Living  
Cells and Body Systems  
What are cells  
Cellular division  
Animal cells  
Plant cells  
Circulatory System  
Respiratory System  
Muscular/Skeletal System  
Nervous System  
Immune System  
Heredity and Reproduction  
DNA  
Genetics  
Animal Life Cycle

Animal Reproduction  
Plant Life Cycle  
Plant Reproduction  
Matter and Energy Transfer  
How humans get energy  
Photosynthesis  
Interdependence of Plants and Animals  
Diversity and Evolution  
Taxonomy and Classification  
Animal Kingdom  
Adaptation  
Fossils  
Biomes  
Ecosystem Interactions  
Human Impact on the Environment  
Environment's Impact on Living Things

Redlands School District Course of Study  
**High School Course Description for *Biology/Life Science Dynamic***

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**SAMPLE COURSE CONTENT AND ACTIVITIES**

<b>Unit 3 Title</b>
Common Ancestry and Diversity
<b>Unit 3 Description</b>
<p>Students will gain a conceptual understanding of common ancestry and biological evolution. Students will use evidence to explain how changes to the environment affect distribution or disappearance of traits in species.</p> <p><b><u>Sample activities</u></b> may include:</p> <ul style="list-style-type: none"><li>● Researching common traits, such as eye color or left handedness, within the student's own family</li><li>● Prepare a presentation demonstrating the evolution of a species over time</li><li>● Research the student's family tree</li></ul>