


INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Instruction

TO: High School Principals

DATE: May 25, 2018

FROM: Derrick Chau, Ph.D. 
Senior Executive Director, P-12 Instruction

Patricia Heideman 
Administrator, High School Instruction

SUBJECT: IMPLEMENTATION OF HIGH SCHOOL NEXT GENERATION SCIENCE STANDARDS COURSES

The purpose of this correspondence is to communicate the plan to transition all high schools to the Science 3-Course Model in Fall 2019. The district has selected the 3-Course Model described in the *California Science Framework (2017)* to replace the current biology, chemistry, and physics courses. *The California Science Framework (2017)* calls for a distribution of the high school science standards of the Next Generation Science Standards into 3 courses:

- *Biology of Living Earth* (Integrated Biology and Earth Science)
- *Chemistry in the Earth System* (Integrated Chemistry and Earth Science)
- *Physics in the Universe* (Integrated Physics and Earth Science)

These courses were designed by integrating related Earth Science standards with Biology, Chemistry, and Physics courses respectively. This model does not prescribe a sequence in courses nor requires students to take all 3 courses. The implementation of the 3-Course Model does not change the state graduation requirement, which remains as one year of laboratory life science and one year of laboratory physical science. Student transcripts will not be adversely affected by the transition to the new course titles. MiSiS will be programmed to recognize the new courses as direct replacements for the obsolete courses. The University of California (UCOP) system will also accept the new courses as replacing the current courses. The current courses (biology, chemistry, physics) will be obsoleted in Fall 2019.

Other High School Science Courses

All other high school science courses (e.g., marine biology, physiology) must be rewritten to align with the Next Generation Science Standards (NGSS) by the fall of 2020. The Division of Instruction will provide guidance and support on that process to schools that have submitted courses previously (See BUL-3697.4, *Procedures for New or Experimental Course Submission*, dated November 18, 2015). Schools may continue to write and submit new A-G courses to address the needs of their students. All newly-submitted courses must be aligned to the NGSS.

Professional Development

Professional development, both face-to-face and virtual, will be provided throughout the 2018-2019 school year to facilitate the transition to the new 3-Course Model. Please see the Division of Instruction monthly Instructional Updates and Local District websites for updated offerings.

Pilot for 2018-2019

Local Districts and the Division of Instruction have collaboratively determined that a pilot of the 3-Course Model in the 2018-19 school year will support effective implementation of the NGSS. Schools may select to pilot the 3-Course Model in the 2018-19 school year in consultation with the Local Districts and the Division of Instruction. Piloting schools must implement the entire 3-Course Model. Interested schools must email their Local District STEAM staff and their counseling coordinator. It is highly recommended that teachers of the newly adopted courses attend professional development on the 3-Course Model standards of the CA NGSS Framework. Go to <https://achieve.lausd.net/Page/4898> for information on professional development opportunities. Schools not included in the pilot are still expected to teach the NGSS standards that align to the content in their current courses.

Waiver from the 3-Course Model

Schools that choose to adopt an alternative course sequence from the 3-Course Model must develop and submit new NGSS courses as an alternative. The request must be approved through the existing course submission process (See BUL-3697.4, *Procedures for New or Experimental Course Submission*, dated November 18, 2015). It must include the following:

1. List of the alternative course titles your school is planning to offer instead of the 3-Course Model
2. A research-based argument on why the selected courses best support student learning
3. An instructional plan in place to support students transitioning from 3-Course Model during mid-year or in grades 10 or 11. The goal of the instructional plan is to remedy any instructional gaps the transition between schools might create.

For questions please contact Ayham Dahi, the Division of Instruction Secondary Science Coordinator at (213)-241-6876 or via email at ayham.dahi@lausd.net.

c: Frances Gipson
Alma Peña-Sanchez
Nicole Elam
Local District Superintendents
Administrators of Instruction
Patricia Heideman
Ayham Dahi