Cocke County High School

Comprehensive Disabilities Classroom (CDC)

2025 - 2026 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Alicia Talley
School Telephone: 423-623-8718 Ext. 117
E-mail: talleya@cocke.k12.tn.us

Course Description

This is a self-contained comprehensive classroom for students with the most significant cognitive disabilities. These are students that will qualify for the Alternate Academic Diploma. Courses taught in this classroom include English I, II, III and IV, Algebra I, II Geometry I and Applied Mathematical Concepts, Earth and Space Science, Biology I, Physical Science and United States History/Geography, World History and Geography, United States Government and Civics and Economics and Personal Finance. Beginning with students entering the ninth (9^{th}) grade in 2018, an alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4^{th}) year of high school who have:

- Participated in the high school alternate assessments
- Earned the prescribed twenty-two (28) credit minimum
- Received special education services or supports and made satisfactory progress on an IEP
- Have satisfactory records of attendance and conduct, and
- Have completed a transition assessment(s) that measures, at a minimum postsecondary education and training, employment, independent living, and community involvement.

The required credits may be earned either through the state-approved standards of through alternate academic diploma modified course requirements approved by the State Board. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

Students that do not meet the above criteria will receive a Special

Education Diploma and be eligible for special education services under IDEA until completion of their four (4) years of high school or through the school year in which the student turns twenty-two (22), whichever is determined by the IEP team.

Prerequisite

- The IEP team determines the student's placement in this series of courses.

Textbook & Course Materials

Required Text

- All required textbooks and materials are provided in the CDC classroom based on each student's individual needs.

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to /Web site/Other

Course Structure

Lessons are primarily presented through a variety of teaching strategies in order to meet the needs of all students. A large portion of the lessons are taught through lecture and intense classroom discussion to ensure retention to long-term memory. Most lessons/materials are presented multiple times in small sections as to not overwhelm the students and again, ensure retention. Activities and simple experiments are conducted as applicable to the lesson. These activities and experiments are conducted solely in the CDC classroom. However, other areas of the building and campus are utilized to enhance learning when it relates to the lesson. On occasion, students are provided with community based learning opportunities outside the classroom to instruct on daily living skills. The students are ALWAYS accompanied by special education staff.

A normal class block is ninety (90) minutes and a normal day consists of four (4) blocks. Time devoted to each component listed above is approximately 50% lecture/discussion and 30% activity/classwork/experiment and 20% independent assessment.

Part 2: Student Learning Outcomes

English I, II, III and IV:

- Anchor Conventions of Standard English (CSE): Demonstrate command of standard English grammar when speaking or writing.
- Anchor Knowledge of Language (KL): Apply knowledge of language to comprehend more fully when reading or listening.
- Anchor Vocabulary Acquisition and Use (VAU): Acquire, use, define or clarify the meaning of words and phrases using context cues, meaningful word parts, and reference materials, as appropriate.
- Anchor Print Concepts (PC): Understand and recognize the symbolic representation of sounds and words through print.
- Anchor Phonological Awareness (PA): Demonstrate understanding of relationship between sounds, words, and syllables.
- Anchor Phonics and Word Recognition (PWR): Demonstrate ability to decode isolated words within text.
- Anchor Word Composition (WC): Application of phonics and word analysis to the encoding of words.
- Anchor Fluency (F): Read with sufficient accuracy and fluency to comprehend text.
- Anchor Sentence Composition (SC): Demonstrate conventions of standard English when communicating both when speaking (orally, with low tech communication system, or speech generating device) and in writing.
- Anchor Vocabulary Acquisition (VA): Determine or clarify the meaning of an unknown word or multiple meaning word using context cues and/or reference materials.

Algebra I

- Quantities (Q)
- Seeing Structure in Expressions (SEE)
- Arithmetic with Polynomials and Rational Expressions (APR)
- Creating Equations (CED)
- Reasoning with Equations and Inequalities (REI)
- Interpreting Functions (IF)
- Building Functions (BF)
- Linear, Quadratic, and Exponential Models (LE)

- Interpreting Categorical and Quantitative Data (ID)

Algebra II

- The Real Number System (RN)
- Quantities (Q)
- The Complex Number System (CN)
- Seeing Structure in Expressions (SEE)
- Arithmetic with Polynomials and Rational Expressions (APR)
- Creating Equations (CED)
- Reasoning with Equations and Inequalities (REI)
- Interpreting Functions (IF)
- Building Functions (BF)
- Linear, Quadratic, and Exponential Models (LE)
- Trigonometric Functions (TF)
- Interpreting Categorical and Quantitative Data (ID)
- Making Inferences and Justifying Conclusions (IC)
- Conditional Probability and the Rules of Probability (CP)

Geometry I

- Congruence (CO)
- Similarity, Right, Triangles, and Trigonometry (SRT)
- Circles (C)
- Geometric Properties with Equations (GPE)
- Modeling and Geometry (MG)

Applies Mathematical Concepts

- Financial Mathematics (NQ)
- Linear Programming (LP)
- Logic and Boolean Algebra (LB)
- Problem Solving (PS)
- Investigate Logic (L)
- Organize and Interpret Data (ID)
- Counting and Combinatorial Reasoning (CR)

- Normal Probability Distribution (ND)
- Understand and Use Confidence Intervals (CI)

Earth and Space Science

- Earth's Place in the Universe (ESS1)
- Earth's Systems (ESS2)
- Earth and Human Activity (ESS3)

Biology I

- From Molecules to Organisms: Structures and Processes (LS1)
- Ecosystems: Interactions, Energy, and Dynamics (LS2)
- Heredity: Inheritance and Variation of Traits (LS3)
- Biological Evolution: Unity and Diversity (LS4)

Physical Science

- Matter and Its Interactions (PS1)
- Motion and Stability: Forces and Interactions (PS2)
- Energy (PS3)
- Waves and Their Application in Technologies for Information Transfer (PS4)

United States and Geography

- The Rise of Industrialization (1877 – 1900): Analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.
- The Progressive Era (1890 – 1920): Analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.
- Imperialism and World War I (1890 – 1920): Trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I.
- The 1920's (1920 – 1929): Describe how the battle between traditionalism and modernism manifested in the major historical trends and events post – World War I.

- The Great Depression and the New Deal (1929 – 1941): Analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government.
- World War II: Analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad.
- Cold War (1947 – 1991): Analyze the response of the U.S. to communism after World War II.
- A Nation in Transition: Examine American cultural, economic, political, and societal developments following World War II.
- Civil Rights Movement: Examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S.
- The Modern United States (1960's – present): Examine important events and trends from the 1960's to the present.

World History and Geography

- Age of Revolution (1750 – 1850): Analyze English efforts to limit the power of monarchs, the Age of Enlightenment, the American Revolution, and the French revolution and discuss their enduring effects on political expectations for self-government and individual liberty.
- The Industrial Revolution (1750's – 1900's): Analyze the emergence of the Industrial Revolution in Europe and the geographic, economic, political, and social implications of the changes that resulted from it.
- Nationalism and Imperialism (1850 – 1914): Analyze patterns of European nationalism and imperialism, including the cultural, geographic, and political effects on colonized regions.
- World War I through the Depression (1910's – 1930's): Analyze the causes and course of World War I, the military, economic, and political effects of the war, and the causes and consequences of the global depression of the 1930's.
- Rise of Totalitarianism and World War II (1930's – 1945): Analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war.
- Cold War (1945 – 1991): Analyze events and changes that resulted from the post-World War II rivalry between communist and democratic governments.
- Creation of New States and Decolonization (1940's – 1980's): Analyze the development of new states that resulted from post-

World War II decolonization, migration, political change, economic development, and ideological conflict.

- Understanding the Contemporary World (1980's – present): Analyze the major developments and globalization in the world since the end of the Cold War.

United States Government and Civics

- Foundations of Constitutional Government: Explain the fundamental principles of American government, as expressed in the Constitution and other essential documents of American federalism.
- The Legislative Branch: Analyze the functions of the legislative branch of the federal government.
- The Executive Branch: Analyze the functions of the executive branch of the federal government.
- The Judicial Branch: Analyze the functions of the judicial branch of the federal government.
- Civil Liberties: Identify various liberties that are ensured through the Constitution and analyze court cases that have impacted the ways our liberties are protected.
- Tennessee State and Local Government: Identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government.
- Citizen Participation: Examine the responsibilities and opportunities of a citizen of the U.S.

Economics

- Scarcity and Economic Reasoning: Explore how limited resources restrict the goods and services that people may want and how consumers must choose some things and give up others. Consider systems and means created to meet and manage the issues of scarcity.
- Supply and Demand: Understand the role that supply and demand, prices, and profits play in determining production and distribution in a free-market economy.
- Market Structures: Understand the organization and role of business firms and analyze the various types of market structures in a market economy.
- The Role of Government: Analyze perspectives on the roles of government in a market economy and explore means of financing and influencing the economy.

- National Economic Performance: Understand how various models and instruments describe economic performance.
- Trade: Understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

Personal Finance

- Financial Responsibility and Personal Decision Making
- Education, Careers, and Income
- Planning and Money Management
- Credit and Debt
- Risk Management
- Saving and Investing

You will meet the objectives listed above through a combination of the following activities in this course:

Time devoted to each component listed above is approximately 50% lecture/discussion and 30% activity/classwork/experiment and 20% independent assessment through a variety of methods depending on individual student need.

Regular attendance is crucial to meet the learning objectives listed above.

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Part 3: Topic Outline/Schedule

Semester 1

Week	Topic	Readings/ Resources	Activities	Due Date
1	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
2	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
3	ELA I – IV Algebra I, II and Applied Math	To be determined	Lecture/class discussion Activity/class work/experiments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
	Earth/Space Science, Biology I U.S./World History/Geography		Individual Assessments	
4	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
5	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
6	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
7	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
8	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
9	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
10	ELA I – IV Algebra I, II and Applied Math	To be determined	Lecture/class discussion Activity/class work/experiments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
	Earth/Space Science, Biology I U.S./World History/Geography		Individual Assessments	
11	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
12	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
13	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
14	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
15	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
16	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
17	ELA I – IV Algebra I, II and Applied Math	To be determined	Lecture/class discussion Activity/class work/experiments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
	Earth/Space Science, Biology I U.S./World History/Geography		Individual Assessments	
18	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined

Semester 2

Week	Topic	Readings/ Resources	Activities	Due Date
1	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
2	ELA I – IV Algebra I, II and Applied Math	To be determined	Lecture/class discussion Activity/class work/experiments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
	Earth/Space Science, Biology I U.S./World History/Geography		Individual Assessments	
3	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
4	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
5	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
6	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
7	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
8	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
9	ELA I – IV Algebra I, II and Applied Math	To be determined	Lecture/class discussion Activity/class work/experiments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
	Earth/Space Science, Biology I U.S./World History/Geography		Individual Assessments	
10	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
11	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
12	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
13	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
14	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
15	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
16	ELA I – IV Algebra I, II and Applied Math	To be determined	Lecture/class discussion Activity/class work/experiments	To be determined

Week	Topic	Readings/ Resources	Activities	Due Date
	Earth/Space Science, Biology I U.S./World History/Geography		Individual Assessments	
17	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined
18	ELA I – IV Algebra I, II and Applied Math Earth/Space Science, Biology I U.S./World History/Geography	To be determined	Lecture/class discussion Activity/class work/experiments Individual Assessments	To be determined

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Part 4: Grading Policy

Graded Course Activities

Assignments for details about each assignment listed below.

1st 9 Weeks	
Points	**Description**
70% 10% 20%	Participation in class discussions Worksheets Individualized assessments
2nd 9 Weeks	
Points	**Description**
70% 10% 20%	Participation in class discussions Worksheets Individualized assessments
3rd 9 Weeks	
Points	**Description**
70% 10% 20%	Participation in class discussions Worksheets Individualized assessments
4th 9 Weeks	
Points	**Description**
70% 10% 20%	Participation in class discussions Worksheets Individualized assessments

Letter Grade Assignment

This can be modified, but must match the district scale.

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
B	87-89%	Very Good Work
C	73-76%	Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Participate

Participation is monitored through class discussion, question/answer sessions, small group work as measured through teacher observation on a daily basis according to, or dependent upon, each student's individual ability.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful member of society. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the end of the block. If extra time is needed, please inform the teacher and time will be extended.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess

reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. Academic penalties include, but are not limited to: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; completing a similar assignment while being monitored by a staff member to ensure academic validity

Student Testing Code of Ethics and Security

The Multi – State Alternate Assessment is delivered via computer, with allowances for flexibility in administration (for example, a student may respond to administrator-presented item stimuli rather than to the item stimuli on the computer). A trained testing administrator familiar to the student (e.g., the student's teacher) facilitates the administration, presenting items via paper or manipulatives as appropriate for the student. Items are administered to the student over the course of one or more testing sessions as needed for a student to complete a content area assessment. Testing sessions are scheduled within a testing window of approximately six weeks.

The assessment uses an adaptive approach, meaning that each student receives items that have been determined to be an appropriate level of challenge. Embedded locator tests and classroom data help determine the items a student encounters. The administration script provides flexibility in the ways in which a student may interact with items, so that what is being measured is not changed.

The following grade levels will participate in testing as follows:

Sophomores (10th grade): Biology
Juniors (11th grade): Algebra and English Language Arts