



Santa Rosa City Schools Course Proposal: Living Earth ADP

SRCS New Course ID BH0035	SRCS Course Short Title Living Earth ADP	SRCS New Long Title Living Earth Alternative Diploma Pathway	Default Credits 5
Course Length Year	State Course Code 9331- The Living Earth	Standard Grade Range Secondary 9-12	CSU/UC required Not CSU Requirement

Proposal Submitted By:

Needs Statement: Discuss how this course fits into your Site and/or the District’s goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Alternative Diploma Pathway Living Earth (ADP) 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.

This course reviews the California State Content Standards for Biological Sciences.

Graduation Requirements: Specify which requirement is met. (High School only)

Biological Science

UC a-g Requirements: Specify which requirement is met. (High School only)

Not CSU Requirement

Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

To meet Education Code 51225.31 and SRCs Board Policy 6146.4, Students with significant cognitive disabilities must have the option to obtain a modified State of California High Diploma. These new courses are options and determined through the IEP. These courses are “modified” and not “accommodated” as are other courses such as Small Group Instruction (SGI) courses. These courses will NOT require additional sections and can be folded into existing periods within a teacher’s current schedule.

Explain the measurable learning outcomes

COURSE OBJECTIVES

Content Themes:

- Ecosystem Interaction and Energy
- Photosynthesis and Respiration
- Common Ancestry and Diversity
- Structure, Function and Growth
- Ecosystems Stability and Response to Climate Change
- Race, Class, Ethnicity, and Gender in America
- The United States on a Global Stage

Skills:

- Interpreting Graphics
- Analyzing Sources
- Determining Cause and Effect
- Conducting effective research
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

Course Description (To be used in the course catalog)

Life Science ADP 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 is 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.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

COURSE CONTENT

Unit 1 Title
Ecosystem Interactions and Energy
Unit 1 Description
Students study factors that impact ecosystems over time. Students evaluate different solutions that can reduce the impacts of climate change including individual and group behavior.

Sample activities may include:

- Experiments that observe plants health under a variety of conditions, including manipulating variables
- Creating a presentation to demonstrate factors leading to climate change
- Observing weather patterns over time

Unit 2 Title

Photosynthesis and Respiration

Unit 2 Description

Students will learn about the interconnected processes of nutrient and energy cycling, photosynthesis and cellular respiration, then apply that knowledge to gaining an understanding of how living things acquire energy and matter for life.

Sample activities may include:

- Digital or physical representations of photosynthesis occurring
- Experiments that vary the levels of water, light or other nutrients to a plant
- Observation of plants under microscopes

Unit 3 Title

Common Ancestry and Diversity

Unit 3 Description

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.

Sample activities may include:

- Researching common traits, such as eye color or left handedness, within the student's own family
- Prepare a presentation demonstrating the evolution of a species over time
- Research the student's family tree

Unit 5 Title

Structure, Function, and Growth (from Cells to Organisms)

Unit 5 Description

Students will use models to create explanations of how cells use DNA to construct proteins, build biomass, reproduce and create complex multicellular organisms.

Sample activities include:

- Students will simulate cell division (mitosis and meiosis) by using interactive models such as pop beads or pipe cleaners.
- Students will make a visual depiction of a cell
- Students will view cells under a microscope

Unit 6 Title
Ecosystems Stability and the Response to Climate Change
Unit 6 Description
Students study factors that impact weather and climate over time. Students evaluate different solutions that can reduce the impacts of climate change.
Sample activities may include: <ul style="list-style-type: none"> • Experiments that observe plants health under a variety of conditions, including manipulating variables • Creating a presentation to demonstrate factors leading to climate change • Observing weather patterns over time

EVALUATION OF STUDENT PROGRESS

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, and class discussions.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Instructional Assistants (existing)	Instructional Assistants
Instructional Material Supplies per student (textbooks, software, etc.)	TBD based on Pilot Approval: Est. \$13,000 for software curriculum	\$7,549.90
Services (training, equipment maintenance, contracts, etc.)	No additional costs	N/A
Capital Outlay (remodeling, technology, etc.)	N/A	N/A
Total Projected Costs		

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Curriculum	Attainment Company	Core Curriculum Solution: High School, 2nd Edition	Multiple	Multiple	2024	Need: 3
Curriculum	N2y Unique Learning System	Unique Learning System	N/A	Multiple	2018	Need: 3

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	Special Services will support specific accommodations as required through the IEP
Other (be specific)	General Fund resources support the universal curriculum for all state content standards

Appendix of Additional Documents

<p><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></p> <p><u>Department Meeting</u> Secondary–High School ESN Meeting Date: December 7th 2024 Location: In-person, SRHS Time: 3:30-4:30</p> <p>Present: Colin Abbot, EAHS, ESN Teacher Noa Lewin, MHS, ESN Teacher Jasmine Clewis, SRHS ESN Teacher Kurt Chapman, SRHS ESN Teacher Amy Fuller, Special Services, Program Manager</p>

Overview:

- Discussed the curriculum advantages
- Discussed current programs in use
- Discussed next steps of reviewing curriculum samples

Site Meetings

Secondary–High School ESN

Date: Monthly Department Meetings

Location: In-person, Site

Time: Multiple

Present:

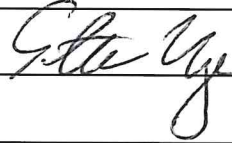
Site ESN teachers (SRHS, MHS, EAHS)

Amy Fuller, Special Services, Program Manager


Overview:

- Looked through curriculum samples

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	SRHS V	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	SRHS V	Approved