



## Santa Rosa City Schools Course Proposal: English 2 ADP

<b>SRCS New Course ID</b> EH0104	<b>SRCS Course Short Title</b> English 2 ADP	<b>SRCS New Long Title</b> English 2 Alternative Diploma Pathway	<b>Default Credits</b> 5
<b>Course Length</b> Year	<b>State Course Code</b> 9106 - English 2	<b>Standard Grade Range</b> Secondary 9-12	<b>CSU/UC required</b> 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 English 2 (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 English 2.

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

English 2

**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

The five KEY THEMES of ELA/Literacy instruction are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy Standards

### *Meaning Making*

- Students engage in analysis and interpretation in their reading, listening, speaking, and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.

### *Language Development*

- Students come to understand and analyze how language in text varies across subjects, and they need to apply and adapt language to express their own ideas as appropriate to purpose, audience, and a range of formal and informal academic tasks.

### *Effective Expression*

- Students become effective at expressing themselves through different genres of writing. Students develop and deliver presentations on varied topics. They use words, phrases, clauses, appropriate to the text.

### *Content Knowledge*

- Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students use literacy in all subjects. Wide reading supports their acquisition of knowledge. Participation in an organized independent reading program contributes to their knowledge.

### *Foundational Skills*

- Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

## Course Description (To be used in the course catalog)

English 2 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 focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

## Detailed Course Design

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

### COURSE CONTENT

READING: LITERATURE	
<p><i>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS-ELA)</i></p>	
Content Standards	Suggested Practices
<p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• Write analytical paragraphs correctly, quoting text or citing examples from text</li> <li>• Annotate to craft short responses</li> <li>• Use information from a print material to support discussion</li> </ul>
<p>RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Make claims (verbal or written) regarding the main or thematic idea of a print material and provide evidence to support those claims during discussion or in written work.</li> </ul>
<p>RL 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p>	<ul style="list-style-type: none"> <li>• Make claims (verbal or written) about the characters in the print material and provide evidence during discussion or in written work</li> </ul>
<p>RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone</p>	<ul style="list-style-type: none"> <li>• Review a print material and identify the tone</li> <li>• Review a print material and indicate important words or details that identify the tone</li> </ul>
<p>RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots) and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension or surprise.</p>	<ul style="list-style-type: none"> <li>• Identify how events or details in a print material are related to each other</li> <li>• Define and defend why events or details in a print material are important</li> </ul>

EL 9-110.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading or world literature	<ul style="list-style-type: none"> <li>● Identify details related to the country of origin of a print material</li> <li>● Identify details related to the cultural factors displayed in a print material created outside of the United States</li> </ul>
RL 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums including what is emphasized or absent in each treatment	<ul style="list-style-type: none"> <li>● Compare and contrast different pieces of art, music, dance or other arts</li> </ul>
RL 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"> <li>● Research original sources of print materials and compare them to a later developed work</li> </ul>
RL 9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range	<ul style="list-style-type: none"> <li>● Review print materials of increasing difficulty and complexity</li> </ul>

<b>READING: INFORMATIONAL TEXTS</b>	
<p>unit, students will read informational text to examine current event topics. Students will research, annotate and synthesize information so that they can synthesize their ideas in their formal writing assignments. This unit pushes students to examine the credibility of texts and the sources so that they may approach issues from multiple points of view. Students will have the opportunity to compile evidence and write a clear claim supported by evidence from their informational reading.</p>	
<b>Content Standards</b>	<b>Suggested Practices</b>
RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Write paragraphs correctly, quoting text or citing details from a print material.</li> <li>● Annotate a print material to craft short responses</li> <li>● Use details from the print material to support claims in class discussions</li> </ul>
RI.9–10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Determine the main idea of print material document and comment on its development</li> </ul>
RI.9–10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	<ul style="list-style-type: none"> <li>● Articulate the plot of a print material over the course of the story</li> </ul>

RI.9–10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of newspapers).	<ul style="list-style-type: none"> <li>Identify vocabulary within print materials to identify literal and figurative meaning</li> </ul>
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.	<ul style="list-style-type: none"> <li>Use details to identify tone in a print materials</li> <li>Use graphic organizer to compare print materials</li> </ul>
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> <li>Research the historical context of a print material</li> <li>Identify repeated words, phrases or images in print materials</li> </ul>
RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> <li>Compare and contrast two works of non-fiction</li> <li>Use graphic organizers to compare print materials</li> </ul>
RI.9-10.9 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> <li>Paraphrase or identify main idea in a print material</li> <li>Evaluate print material to determine validity</li> <li>Respond to claims gesturally, verbally or in writing</li> </ul>
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Use a graphic organizer or flow chart to show understanding of key events in a print material</li> </ul>

**WRITING**

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within an argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS-ELA)*

Content Standards	Suggested Practices
1. Write arguments to support claims in an analysis of substantive topics or texts, using	<ul style="list-style-type: none"> <li>Create a print document that makes a claim about a printed material</li> </ul>

<p>valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<ul style="list-style-type: none"> <li>● Create a print document that compares a variety of print materials</li> <li>● Create a print material designed to persuade</li> </ul>
<ol style="list-style-type: none"> <li>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.       <ol style="list-style-type: none"> <li>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Create a print document that makes a claim about a printed material</li> <li>● Create a print document that compares a variety of print materials</li> <li>● Create a print material designed to persuade</li> </ul>

<p>link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> <li>● Use vivid images to create a print material</li> <li>● Recreate a print material from a diverse point of view</li> </ul>
<p>4. Produce clear and coherent writing in which</p>	<ul style="list-style-type: none"> <li>● Determine the audience of a print material,</li> </ul>

<p>the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>or electronic visual material such a website or blog</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Use graphic organizers and peer editing</li> </ul>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>● Access electronic materials</li> <li>● Collaborate on electronic documents</li> <li>● Create or access electronic documents, including accessing hyperlinks</li> </ul>
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Identify a question about a topic and find resources to create a print document</li> <li>● Create and deliver presentations to address questions</li> </ul>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p>	<ul style="list-style-type: none"> <li>● Use the librarian or other staff member to locate resources for research</li> </ul>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g.,</li> </ol>	<ul style="list-style-type: none"> <li>● Reflect on a print materials and engage in discussion and reflection</li> </ul>

<p>“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”.</p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Create a variety of print materials of different lengths and genres for different purposes, and audiences</li> </ul>

**LANGUAGE CONVENTIONS**

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)*

<b>Content Standards</b>	<b>Suggested Practices</b>
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>	<ul style="list-style-type: none"> <li>● Use language appropriately.</li> </ul>
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or</li> </ol>	<ul style="list-style-type: none"> <li>● Use accurate and appropriate capitalization, punctuation and spelling.</li> </ul>

<p>quotation. c. Spell correctly.</p>	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of how word choice affects meaning.</li> </ul>
<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Identify context clues in order to discern meaning of words.</li> <li>● Demonstrate understanding that words can have multiple meanings.</li> </ul>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of non-literal language, figures of speech and other literary devices.</li> </ul>

<p>6. Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Choose a word or phrase more appropriate for the context.</li> <li>● Learn and use new vocabulary.</li> </ul>
---	--

**SPEAKING and LISTENING**

*To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes*

<b>Content Standards</b>	<b>Suggested Practices</b>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or</li> </ol>	<ul style="list-style-type: none"> <li>● Determine the main idea in a print material.</li> <li>● Participate in classroom discussions about print materials.</li> <li>● Examples include pair sharing, whole class discussions and one on one responses.</li> </ul>

<p>larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>● Identify if information is credible and accurate</li> </ul>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding if a statement is fact or opinion</li> </ul>
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.</p> <p>b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.</p>	<ul style="list-style-type: none"> <li>● Deliver formal and informal presentations using appropriate delivery techniques.</li> <li>● Consider the audience and occasion when preparing for speaking assignments and opportunities.</li> </ul>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add</p>	<ul style="list-style-type: none"> <li>● Use electronic devices to enhance formal and informal presentations.</li> </ul>

interest.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Participate in class discussions, speeches and presentations.</li> </ul>

## EVALUATION OF STUDENT PROGRESS

### Assessment Methods:

#### • Reading Literature / Informational Text

- Claim-based writing
- Summaries
- Response journals
- Tests and quizzes
- Class discussions
- Socratic Seminars
- Philosophical Chairs
- Student presentations
- Extension activities requiring research and real-world connections

#### • Writing

- Quickwrites
- Analytical / Literary essays
- Argumentative / Persuasive essays
- Positions papers
- Compare / Contrast papers
- Reflective essays
- Synthesis essays
- Narrative writing
- Informative writing
- Biographical writing
- Portfolio
- Editorials
- Blogs
- Journal responses

#### • Language

- Formal writing
- Class discussion
- Tests or Quizzes
- Presentations
- Annotated Essays

#### • Speaking and Listening

- Speeches
- Socratic Seminar
- Fishbowl
- Pair-Share

- Small group discussion
- Dramatic recitations of texts
- Formal presentation (individual, partner, or small group)
- Debate (formal/informal)

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

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

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


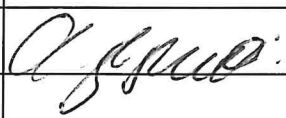
<b>Grants (indicate specific grant and grant timeline)</b>	
<b>Categorical Funds (include related programs)</b>	
<b>Career Technical Education (must be for an approved CTE course)</b>	

<b>Department Funds</b>	Special Services will support specific accommodations as required through the IEP
<b>Other (be specific)</b>	General Fund resources supports the universal curriculum for all state content standards


Appendix of Additional Documents

<p><b><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></b></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> <p>Overview:  <ul style="list-style-type: none"> <li>• Discussed the curriculum advantages</li> <li>• Discussed current programs in use</li> <li>• Discussed next steps of reviewing curriculum samples</li> </ul> </p> <p><u>Site Meetings</u>          Secondary–High School ESN          Date: Monthly Department Meetings          Location: In-person, Site          Time: Multiple</p> <p>Present:          Site ESN teachers (SRHS, MHS, EAHS)          Amy Fuller, Special Services, Program Manager</p> <p>Overview:  <ul style="list-style-type: none"> <li>• Looked through curriculum samples</li> </ul> </p>
---

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	GBSV	


District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	CSV	approved