



Santa Rosa City Schools Course Proposal: English 2 ADP

SRCS New Course ID EH0104	SRCS Course Short Title English 2 ADP	SRCS New Long Title English 2 Alternative Diploma Pathway	Default Credits 5
Course Length Year	State Course Code 9106 - English 2	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 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.