



Santa Rosa City Schools Course Proposal: English 1 ADP

SRCS New Course ID EH0094	SRCS Course Short Title English 1 ADP	SRCS New Long Title English 1 Alternative Diploma Pathway	Default Credits 5
Course Length Year	State Course Code 9105 - English 1	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 1 (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 1.

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

English 1

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 1 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

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)

Content Standards

Suggested Practices

RL 9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn

- Create sentences or paragraphs about printed material correctly, quoting or citing evidence
- Craft short responses in print materials
- Reference the print materials to support interpretations during discussions

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.

- Identify the main theme of printed material and use quotes or visual cues as evidence.
- Retell the author's message through class discussion, written work, artistic projects, or class presentations.

RL. 9–10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Make claims (verbal or written) regarding the development of characters in print material and provide examples to support those claims during discussion
- Articulate traits of each character through class discussion, written work, artistic projects or dramatic presentations

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

- Read and annotate print material to analyze how specific words and pictures tell the story.
- Identify the tone of a piece and provide evidence

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.	<ul style="list-style-type: none"> ● Identify main events in printed material and how they are related to one another ● Defend (verbally or in writing) why certain events are important and how the author controls the reader's experience through the order of events
RL.9-10.6 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 of world literature.	<ul style="list-style-type: none"> ● Compare cultures represented within a variety of print materials.
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"> ● Compare and contrast different pieces of art, music, dance, or other arts.
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work	<ul style="list-style-type: none"> ● Research original sources and create work in response to the original print material.
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"> ● Read print materials of varying difficulty.

READING: INFORMATIONAL TEXTS

This unit lays the foundation for all subsequent research work and reading of literary nonfiction throughout the high school years. The focus of this unit will be on basic research, citation and annotation, and presentation skills, both oral and electronic. The informational reading and research focuses on different topics can range across subject areas as well as inclusion of current events.

Content Standards	Suggested Practices
RI.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.	<ul style="list-style-type: none"> ● Write analytical paragraphs correctly, quoting text or citing examples from printed material. ● Annotate in order to craft short responses. Use quotations from the printed material to support interpretations during discussions.
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.	

<p>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.</p>	<ul style="list-style-type: none"> ● Articulate how the author tells the story in a printed material.
<p>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 a newspaper).</p>	<ul style="list-style-type: none"> ● Identify vocabulary within print material. ● Identify how a change of word within a sentence changes the meaning and tone of the print material.
<p>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 a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> ● Identify words or sentences that reveal the tone in print materials.
<p>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.</p>	<ul style="list-style-type: none"> ● Research the history related to a print material ● Identify literary devices such as repeated words or phrases or imagery.
<p>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.</p>	<ul style="list-style-type: none"> ● Compare and contrast two or more works of nonfiction
<p>RI.9-10.8 (Not applicable to Informational Text)</p>	
<p>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.</p>	<ul style="list-style-type: none"> ● Interact with print materials to assess the validity of the main claims
<p>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.</p>	<ul style="list-style-type: none"> ● Complete a graphic organizer or flow chart showing understanding of key ideas from appropriately complex text.

WRITING

information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

- 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.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - 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.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- Create a visual document, written or in pictures that relates a life experience of yourself or another.
- Create a visual document, written or in pictures that expresses an idea from different points of view

<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● Create a visual document, written or in pictures geared towards a specific audience.
<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"> ● Use graphic organizers. ● Edit a visual document, written or in pictures.
<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"> ● View or share documents online. ● Collaborate on documents, projects, and videos on a computerized device. ● Create or access an online editorial, website, blog, online encyclopedia entry, online book, or online course.
<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"> ● Develop a research question on a topic, find multiple sources, synthesize, and create a visual document, written or in pictures that represents the research. ● Create presentations in relation to other visual works.
<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"> ● Use library, librarian, and other resources to search for and find relevant sources, and create a visual work, written or in pictures that integrates those sources,
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>	<ul style="list-style-type: none"> ● Create a visual document, written or in pictures that compares two topics or visual documents.

<p>author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “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"> • Create a visual document, written or in pictures of different lengths and for different purposes.

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)

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

<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 appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> ● Determine how a writer's choice of words affects meaning.
<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 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 and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>c. Consult general and specialized reference materials 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"> ● Identify context clues in order to discern meaning of words. ● Identify how and why words can have multiple meanings ● Use resources to learn new vocabulary
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Interpret literal and figurative language, figures of speech, and other literary devices.
<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</p>	<ul style="list-style-type: none"> ● Evaluate multiple words or phrases to identify which is more appropriate for the context. ● Learn skills to acquire and use new vocabulary.

expression.	
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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.

Content Standards	Suggested Practices
<p>1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. 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. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 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 	<ul style="list-style-type: none"> ● Read a variety of visual media in order to determine the author's main idea, purpose, and style. ● Annotate in order to build claims and questions to initiate classroom or individual discussion.

and reasoning presented.	
<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"> Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.
<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>	<p>Review a visual document and establish if it is fiction or non-fiction Review a visual document and review the credibility of the source.</p>
<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</p>	<ul style="list-style-type: none"> Provide presentations to a variety of audiences, using effective techniques.
<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 interest.</p>	<ul style="list-style-type: none"> Use electronic devices to enhance informal and formal presentations. For example, adding videos, images, or other multimedia to projects.
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> Participate in formal class discussions, and presentations.

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.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Instructional Assistants	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 supports the universal curriculum for all state content

	standards
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Appendix of Additional Documents

*** Required additional documents include meeting minutes where the course was discussed and approved**

Department Meeting

Secondary–High School ESN Meeting

Date: December 7th 2024

Location: In-person, SRHS

Time: 3:30-4:30

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

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:

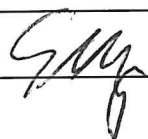
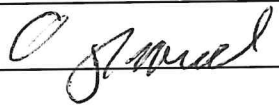
Site ESN teachers (SRHS, MHS, EAHS)

Amy Fuller, Special Services, Program Manager


Overview:

- Looked through curriculum samples

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	985V	

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	984V	approved