
ENGLISH LANGUAGE ARTS

English language arts, K-12, focuses on the process by which we learn and use language. Students increase their communication abilities through reading, writing, speaking, and listening experiences that are related to and reinforce one another. Instruction respects the home language of students and builds from this base the English language skills needed to communicate effectively.

MAJOR GOALS

English language arts instruction is designed to support students in developing proficiency in reading, writing, speaking, and listening. The instruction is intended to support students in achieving the California English language arts standards for each course in the English language arts curriculum.

ENGLISH LANGUAGE ARTS STANDARDS

In January 2001, the San Diego Unified School District Board of Education formally adopted the state academic standards for language arts for use in the district. The Board made its decision to

ensure clear links to the state assessment and accountability systems, the curriculum adoption process, and state-sponsored professional development. The state language arts standards are available at the following Web site:

www.cde.ca.gov/be/st/ss/index.asp

Standards-based curriculum maps in literacy for grades K through 12 are available on-line at:

www.sandi.net/depts/literacy/index.html

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Elementary English Language Arts Courses (Grades K–6)

Themes (Threads) Emphasized, Ages 4–12

		Grade Level						
		Kindergarten	1	2	3	4	5	6
Reading	<p>Reading instruction includes:</p> <ul style="list-style-type: none"> • word analysis, fluency, and systematic vocabulary development (i.e., concepts about print, phonemic awareness, decoding and word recognition, vocabulary, and concept development) • comprehension (i.e., structural features of informational text, comprehension and analysis of grade-level-appropriate text) • literacy response and analysis using a variety of grade-level-appropriate texts (e.g., fantasy, poetry, folktales, myths, fairy tales) 						<p>Reading instruction includes:</p> <ul style="list-style-type: none"> • word analysis, fluency, and systematic vocabulary development (i.e., word recognition, vocabulary, and concept development) • comprehension (i.e., structural features of informational text, comprehension and analysis of grade-level-appropriate text, expository critique) • literacy response and analysis using a variety of grade-level-appropriate texts (e.g., novels, short stories, fantasy, fables, myths, legends, fairy tales, newspapers, on-line information, magazines) 	
	Writing	<p>Writing instruction includes:</p> <ul style="list-style-type: none"> • writing strategies (i.e., organization and focus, penmanship) • writing applications (e.g., narratives, expository descriptions, letters) • written and oral English language conventions (i.e., sentence structure, capitalization, grammar, spelling, punctuation, evaluation, and revision) 						<p>Writing instruction includes:</p> <ul style="list-style-type: none"> • writing strategies (i.e., organization and focus, penmanship, research and technology, evaluation, and revision) • writing applications (e.g., narratives, research reports, persuasive texts, expository compositions) • written and oral English language conventions (i.e., sentence structure, grammar, punctuation, capitalization, and spelling)
Listening and Speaking	<p>Oral language instruction includes strategies for comprehending and applying increasingly sophisticated and varied forms of spoken language to communicate with a variety of audiences and for a variety of purposes.</p>						<p>Oral language instruction includes strategies for comprehending, applying, and analyzing increasingly sophisticated and varied forms of spoken language (including oral media communication) to communicate with a variety of audiences and for a variety of purposes.</p>	

INTEGRATED LANGUAGE ARTS, Grade K

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the kindergarten curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education's *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

INTEGRATED LANGUAGE ARTS, Grade 1

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the grade 1 curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education's *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

INTEGRATED LANGUAGE ARTS, Grade 2

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the grade 2 curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education's *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

INTEGRATED LANGUAGE ARTS, Grade 3

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the grade 3 curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education's *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

**INTEGRATED LANGUAGE ARTS,
Grade 4**

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the grade 4 curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education’s *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

**INTEGRATED LANGUAGE ARTS,
Grade 5**

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the grade 5 curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development;

reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education’s *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

**INTEGRATED LANGUAGE ARTS,
Grade 6**

COURSE DESCRIPTION

The California Language Arts Standards are integrated into the grade 6 curriculum throughout the district. The standards focus on word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; written and oral English language conventions; listening and speaking strategies; and speaking applications. Please refer to the California Department of Education’s *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

This course should follow the grade 6 curriculum map.

BASIC TEXTS AND TEACHING GUIDES

For English language arts and English language arts for English language learners:

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

For Spanish language arts for Spanish language learners:

Houghton Mifflin Lectura, Herencia y Futuro,
Houghton Mifflin, 2003.

Middle-level English Courses (Grades 5–8)

Sequence of Districtwide* Courses

	Grade Level			
	5 [†]	6 [†]	7	8
Single-period course			English 7th (1501)	English 8th (1520)
Double-period course; at or above grade level	English 5th/Literacy 5th (1605)	English 6th/Literacy 6th (1550)	English 7th/Literacy 7th (1551)	English 8th/Literacy 8th (1559)
Double-period course; below grade level	English 5th/Literacy 5th Block (1606)	English 6th/Literacy 6th Block (1542)	English 7th/Literacy 7th Block (1543)	English 8th/Literacy 8th Block (1544)
Single-period support course			Literacy Advancement Academy 7th (1599)	Literacy Advancement Academy 8th (1600)
Other courses			Journalism 6th–8th (1524) Publications (Yearbook) 6th–8th (8420)	

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are described in *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, PeopleSoft item number 3470.

† For middle school students in grades 5 or 6.

The following course descriptions are arranged by **grade level**. Refer to the chart above for guidance.

ENGLISH 5TH/LITERACY 5TH (1605)

Grade level: 5

Prerequisites: None

Course duration: Year course; multiple credit allowed

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1605C
- Collaborative: 1605G
- English Language Development: 1605L
- Seminar: 1605S

COURSE DESCRIPTION

English 5th/Literacy 5th is a two-period literacy course currently intended for grade 5 middle school students who are at or above grade-level standards.

This course is designed to provide rigorous, standards-based literacy instruction, using English content at a range of reading levels. Students engage in standards-based lessons that are scaffolded to meet a range of reading levels.

BASIC TEXTS AND TEACHING GUIDES

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

ENGLISH 5TH/LITERACY 5TH BLOCK (1606)

Grade level: 5

Prerequisites: None

Course duration: Two-period, year-long course; multiple credit allowed

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1606L
- Collaborative: 1606G

COURSE DESCRIPTION

English 5th/Literacy 5th Block is a two-period literacy course intended for grade 5 middle school students reading below or significantly below grade level, as assessed through multiple measures.

The course provides students opportunities to improve reading and writing by reading and writing in a variety of genres. It is designed to provide rigorous, standards-focused literacy instruction, using English content at a range of reading levels. Students engage in standards-based lessons that are scaffolded to meet a range of reading levels.

BASIC TEXTS AND TEACHING GUIDES

Houghton Mifflin Reading: A Legacy of Literacy,
Houghton Mifflin, 2003.

ENGLISH 6TH/LITERACY 6TH (1550)

Grade level: 6

Prerequisites: None

Course duration: Two-period, year-long course

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1550C
- Seminar: 1550S
- English Language Development: 1550L
- Collaborative: 1550G

Note: Courses for special education students (7161, 7164) also are offered, which provide access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

English 6th/Literacy 6th is a two-period literacy course required of all grade 6 middle school students, except those enrolled in English 6th/Literacy 6th Block (1542). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who

communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

Supplemental reading materials are also part of the curriculum.

ENGLISH 6TH/LITERACY 6TH BLOCK (1542)

Grade level: 6

Prerequisites: None

Course duration: Two-period, year-long course; multiple credit allowed

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1542L
- Collaborative: 1542G

COURSE DESCRIPTION

English 6th/Literacy 6th Block is a two-period literacy course intended for grade 6 middle school students reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

Supplemental reading materials are also part of the curriculum.

ENGLISH 7TH (1501)**Grade level:** 7**Prerequisites:** None**Course duration:** Year course; multiple credit allowed**Subject area in which graduation credit is given:**

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1501C
- Seminar: 1501S
- English Language Development: 1501L
- Collaborative: 1501G

Note: An identical course for special education students (7710) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

English 7th is a one-period literacy course required of all grade 7 middle school students with the exception of those enrolled in the English 7th/Literacy 7th course. The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

ENGLISH 7TH/LITERACY 7TH (1551)**Grade level:** 7**Prerequisites:** None**Course duration:** Two-period, year-long course; multiple credit allowed**Subject area in which graduation credit is given:**

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1551C
- Seminar: 1551S
- English Language Development: 1551L
- Collaborative: 1551G

COURSE DESCRIPTION

English 7th/Literacy 7th is a two-period literacy course intended for grade 7 middle school students reading at or above grade-level standards as assessed using multiple measures. The course content focuses on teaching students skills and strategies for independent reading and writing grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

ENGLISH 7TH/LITERACY 7TH BLOCK (1543)**Grade level:** 7**Prerequisites:** None**Course duration:** Two-period, year-long course; multiple credit allowed**Subject area in which graduation credit is given:**

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1543L
- Collaborative: 1543G

COURSE DESCRIPTION

English 7th/Literacy 7th Block is a two-period literacy course intended for grade 7 middle school students reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching

students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

LITERACY ADVANCEMENT ACADEMY 7TH (1599)

Grade level: 7

Prerequisites: None

Course duration: One or two semesters; multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Collaborative: 1599G
- English Language Development: 1599L

COURSE DESCRIPTION

Literacy Advancement Academy 7th is a one- or two-semester course offering extra support for students experiencing difficulty in regular grade 7 English courses, based on formal and informal assessments and teacher recommendations. It is taught in addition to, not instead of, a student's regular English course.

The course continues the focus on literature, expository texts, writing, and oral communication found in the regular courses while also providing multiple exposure to lessons, increased time on task, an in-depth study of genre and written forms, and additional reading and writing strategies to help students meet standards.

By the end of this course students should be able to: comprehend a variety of genres, with special attention paid to analysis; communicate effectively in a specific written form, with special attention paid to on-demand writing; move closer to the goal of reading one million words annually; use language conventions in their writing and speech; and communicate clearly and correctly, in both writing and speech, on a wide variety of topics.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

ENGLISH 8TH (1520)

Grade level: 8

Prerequisites: None

Course duration: Year course

Subject area in which graduation credit is given:
Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1520C
- Seminar: 1520S
- English Language Development: 1520L
- Collaborative: 1520G

Note: An identical course for special education students (7715) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

English 8th is a one-period literacy course intended for grade 8 middle school students, except those enrolled in English 8th/Literacy 8th (1559). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

ENGLISH 8TH/LITERACY 8TH (1559)

Grade level: 8

Prerequisites: None

Course duration: Two-period, year-long course

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1559C
- Seminar: 1559S
- English Language Development: 1559L
- Collaborative: 1559G

COURSE DESCRIPTION

English 8th/Literacy 8th is a two-period literacy course intended for grade 8 middle school students reading at or above grade-level standards, as assessed using multiple measures. The course content focuses on teaching students skills and strategies for independent reading and writing grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

ENGLISH 8TH/LITERACY 8TH BLOCK (1544)

Grade level: 8

Prerequisites: None

Course duration: Two-period, year-long course; multiple credit allowed

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1544L
- Collaborative: 1544G

COURSE DESCRIPTION

English 8th/Literacy 8th Block is a two-period, balanced literacy course intended for grade 8 middle school students reading below or significantly below grade-level standards, as assessed using multiple measures. This course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate text. Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

LITERACY ADVANCEMENT ACADEMY 8TH (1600)

Grade level: 8

Prerequisites: None

Course duration: One or two semesters; multiple credit allowed

Subject area in which graduation credit is given:

Does not apply

Options for Instructional Settings: This course may also be taught in the following settings:

- Collaborative: 1600G
- English Language Development: 1600L

COURSE DESCRIPTION

Literacy Advancement Academy 8th is a one- or two-semester course offering extra support for students experiencing difficulty in regular grade 8 English courses, based on formal and informal assessments and teacher recommendations. It is taught in addition to, not instead of, a student's regular English course.

The course continues the focus on literature, expository texts, writing, and oral communication found in the regular courses while also providing multiple exposure to lessons, increased time on task, an in-depth study of genre and written forms, and additional reading and writing strategies to help students meet standards.

By the end of this course students should be able to: comprehend with increased sophistication a variety of genres, with special attention paid to critique; communicate with increasing effectiveness in a specific written form, with special attention paid to technical documents; move closer to the goal of reading one million words annually; recognize errors in language conventions found in reading, writing and speech; recognize when formal standard English is required; and communicate with increasing sophistication, clearly and correctly, in both writing and speech, on a wide variety of topics.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 2002.

JOURNALISM 6TH-8TH (1524)

Grade level: 6–8

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

This course introduces the basic techniques and skills of journalistic writing and prepares students for participation in school publications.

BASIC TEXTS AND TEACHING GUIDES

Each site selects its own resources from available publications.

PUBLICATIONS (YEARBOOK) 6TH-8TH (8420)

Grade level: 6–8

Prerequisites: Local option

Course duration: One or two semesters; may be repeated for credit

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

This course provides individual specialized training and production work in publishing the school yearbook.

BASIC TEXTS AND TEACHING GUIDES

None.

Senior High English Courses (Grades 9–12)

Sequence of Districtwide* Courses

	Grade Level				
	9	10	11	12	
Single-period course; at or above grade level	English 1,2 (1540, 1541)[†]	English 3,4 (1570, 1571)	American Literature 1,2 (1583, 1584)	Contemporary Voices in Literature 1,2 (1612, 1613) World Literature 1,2 (1705, 1706)	
Double-period course; below grade level	English 1,2 Block (1552, 1553) [§]	English 3,4 Block (1554, 1555) [§]	American Literature 1,2 Block (1615, 1616) [§]		
Single-period support course	Literacy Advancement Academy 1,2 (1682, 1683)	Literacy Advancement Academy 3,4 (1684, 1685)			
Advanced course		English 3,4 Advanced (1572, 1573)	American Literature 1,2 Honors (1589, 1590)		
Other English and language arts courses			English Language and Composition 1,2 AP (1655, 1656)	Contemporary Communications 1,2 (0651, 0652) (see Business Education section) English Literature 1,2 (1641, 1642)	
			English Literature and Composition 1,2 AP (1653, 1654) Writer's Workshop 1,2 (1745, 1746)		
			Journalism 1,2 (1960, 1961) Publications (Yearbook) 9th-12th (8421) Public Speaking 1,2 (1415, 1416)		
			Public Speaking 3,4 (1417, 1418)		
			Journalism 3,4 (1962, 1963) Public Speaking 5,6 (1419, 1420)		
				Journalism 5,6 (1964, 1965)	

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are described in *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, item number 3470.

[†] **Boldface** denotes courses that are currently accepted by the University of California as meeting its **b** (English) entrance requirement. However, each district high school seeking recognition by the university of these courses for its students must include the courses on its individual UC-approved list.

[§] This block course combines the content of a college preparatory course with an extra period of literacy instruction. Students who complete this course successfully receive one unit of college preparatory English language arts credit and one unit of elective credit per semester.

Courses in Grades 9–12 That Meet SDUSD High School Graduation Requirements for English Language Arts	
<p>Eight semester credits (four years) required: Grade 9: two semester credits in English 1,2 or equivalents Grade 10: two semester credits in English 3,4 or equivalents Grades 11–12: four semester credits, including at least one in a course that emphasizes American literature English Language Development (ELD) courses may be used to fulfill this requirement.</p>	
<p style="text-align: center;">Grade 9: English 1,2 or Equivalents</p> <p>English 1,2 (P) (1540, 1541) English 1,2 Block (1552, 1553) ESL 1-2 Literacy 9th Block (1621, 1622) ESL 3-4 Literacy 9th Block (1623, 1624) ESL 5-6 Literacy 9th Block (1625, 1626)</p>	<p style="text-align: center;">Grade 10: English 3,4 or Equivalents</p> <p>English 3,4 (P) (1570, 1571) English 3,4 Advanced (P) (1572, 1573) English 3,4 Block (1554, 1555) ESL 1-2 Literacy 10th–12th Block (1631, 1632) ESL 3-4 Literacy 10th–12th Block (1633, 1634) ESL 5-6 Literacy 10th–12th Block (1635, 1636)</p>
<p style="text-align: center;">Grades 11–12: American Literature</p> <p><i>At least one semester credit (and up to four) from these courses:</i></p> <p>American Literature 1,2 (P) (1583, 1584) American Literature 1,2 Honors (HP) (1589, 1590) American Literature 1,2 Block (1615, 1616) English Language and Composition 1,2 Advanced Placement (HP) (1655, 1656)</p>	<p style="text-align: center;">Grades 11–12: Additional Courses</p> <p><i>Three additional semester credits, from either the American Literature list and/or these courses:</i></p> <p>Contemporary Communications 1,2 (P) (0651, 0652); <i>see Career Technical Education section</i> Contemporary Voices in Literature 1,2 (P) (1612, 1613) English Literature 1,2 (P) (1641, 1642) English Literature and Composition 1,2 Advanced Placement (HP) (1653, 1654) World Literature 1,2 (P) (1705, 1706) Writer’s Workshop (P) (1745, 1746)</p>

The following course descriptions are arranged by **alphabetically**. Refer to the chart on page ELA-11 for guidance.

AMERICAN LITERATURE 1,2 (1583, 1584)

Grade level: 11

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1583L, 1584L
- Collaborative: 1583G, 1584G

Note: An identical course for special education students (7724, 7725) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support students who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Language of Literature, Grade 11, McDougal Littell, 2002.

Language Network, McDougal Littell, 2001.

Bridges to Literature, Levels 1–3, McDougal Littell, 2002.

AMERICAN LITERATURE 1,2 BLOCK (1615, 1616)

Grade level: 11

Prerequisites: None

Course duration: Two-period, two-semester course

Subject area in which graduation credit is given: See note below

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1615L, 1616L

COURSE DESCRIPTION

Note: This block course combines the content of a **college preparatory course** with an extra period of literacy instruction. Students who complete this course successfully receive one unit of college preparatory English language arts credit (for American Literature 1,2) and one unit of elective credit (for Literacy 5,6) per semester. Thus, students' *schedules* will show American Literature 1,2 Block (1615, 1616) while their *transcripts* will show American Literature 1,2 (P) (1583, 1584) and Literacy 5,6 (1548, 1549).

American Literature 1,2 Block is a two-period literacy course intended for grade 11 students school students reading below or significantly below grade-level standards, as assessed using multiple measures. This course emphasizes skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support students who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

The Language of Literature, Grade 11, McDougal Littell, 2002.

The Writer's Harbrace Handbook, brief ed., Thomson Learning, 2002.

Harcourt Anthology of Drama, brief ed., Harcourt College Press, 2002.

AMERICAN LITERATURE 1,2 HONORS (1589, 1590)

Grade level: 11–12

Prerequisites: Recommendation of English teacher

Course duration: Two semesters

Subject area in which graduation credit is given:

English and Language Arts; weighted

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1589C, 1590C
- Seminar: 1589S, 1590S

COURSE DESCRIPTION

Honors Preparatory Course (HP). American Literature 1,2 Honors is a college-level course of literary study designed to emphasize independence and responsibility in critical analysis of a variety of literary texts, including poetry, essays, short stories, historical documents, drama, and novels. The course is granted weighted credit by the University of California.

Class content is arranged chronologically and thematically. Students examine the development of American thought, ambition, and imagination through the heritage and history of the country's diverse peoples. Different point of view—and the ways in which the prevalent philosophical, political, ethical, and social influences of the times affected those views—will be explored through a historical look at literature. Emphasis will also be placed on studying the craft of the writers, including the techniques they used to express ideas.

Students in this course are not only active participants in on-going intellectual dialogue, but they gain increasing ability to facilitate discussions and mediate divergent views with respect and confidence.

Coursework, including homework, consists of a variety of college-level academic endeavors including crafted analysis and research-based essays, in-class essays, reading response, Socratic seminars, debates, presentations, vocabulary development, and self-directed reading. In all their coursework, students should show evidence that they are increasing the depth and complexity of their knowledge of American literature, representing other's ideas responsibly, and developing academic writing skills. As preparation for college, the course's writing and reading activities are designed to deepen and extend discourse in the pursuit of knowledge.

All students enrolled in this course must take the district's comprehensive, written final examination, the purpose of which is to permit students to exhibit their depth of knowledge and their independent ability to write original analysis at a college level.

BASIC TEXTS AND TEACHING GUIDES

The Language of Literature, Grade 11, McDougal Littell, 2002.

CONTEMPORARY VOICES IN LITERATURE 1,2 (1612, 1613)

Grade level: 11–12

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1612L, 1613L
- Cluster: 1612C, 1613C
- Collaborative: 1621G, 1613G

Note: An identical course for special education students (7165, 7166) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). In this course students explore issues presented by contemporary American and world writers from diverse cultural and ethnic backgrounds. Students write for various purposes and audiences, including workplace writing. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, and listening. Students interpret and evaluate the media and graphic information.

BASIC TEXTS AND TEACHING GUIDES

Contemporary Reader, 7th ed., Prentice Hall, 2002.

Legacies, 2nd ed., Thomson Learning, 2002.

ELA CAHSEE SUPPORT (1671)

Grade level: 10–12

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given:

Elective

COURSE DESCRIPTION

In this course, students will study the structure of the California High School Exit Exam (CAHSEE) and the requisite literacy skills needed to pass the exam successfully. Students will receive explicit instruction, facilitated practice, and independent practice with feedback as they examine study techniques, literacy skills and strategies, on-demand writing, and the 4-point rubric used to score the writing component. This course is designed to be offered within the regular school day.

BASIC TEXTS AND TEACHING GUIDES

English Advantage CAHSEE or CAHSEE Success, Kaplan.

Roadmap to the California High School Exit Exam, ELA, Princeton Review.

Getting Ready for the CAHSEE ELA, San Diego County Office of Education.

ELA CAHSEE TUTORING SUPPORT (1670)

Grade level: 10–12

Prerequisites: None

Course duration: One semester

Subject area in which graduation credit is given: None

COURSE DESCRIPTION

In this course, students will study the structure of the California High School Exit Exam (CAHSEE) and the requisite literacy skills needed to pass the exam. Teachers will provide explicit instruction, facilitated practice, and opportunities for independent practice with feedback as they support students in gaining competence in study techniques, literacy skills and strategies, on-demand writing, and familiarity with the rubric used for scoring. This course is designed to be offered outside the regular school day.

BASIC TEXTS AND TEACHING GUIDES

English Advantage CAHSEE or CAHSEE Success, Kaplan.

Roadmap to the California High School Exit Exam, ELA, Princeton Review.

Getting Ready for the CAHSEE ELA, San Diego County Office of Education.

ENGLISH 1,2 (1540, 1541)

Grade level: 9

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given: English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1540C, 1541C • Seminar: 1540S, 1541S
- Collaborative: 1540G, 1541G
- English Language Development: 1540L, 1541L

Note: An identical course for special education students (7720, 7721) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). English 1,2 is a one-period, balanced literacy course required of all grade 9 students, except those enrolled in English 1,2 Block (1552, 1553). The course content focuses on teaching students skills and strategies for critical, independent reading and writing of complex expository and narrative texts. The course utilizes balanced literacy instructional approaches.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Literature, Grade 9, McDougal Littell, 2008.

Language Network, McDougal Littell, 2001.

ENGLISH 1,2 BLOCK (1552, 1553)

Grade level: 9

Prerequisites: None

Course duration: Two-period, two-semester course

Subject area in which graduation credit is given: See note below

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1552L, 1553L
- Collaborative: 1552G, 1553G

COURSE DESCRIPTION

Note: This block course combines the content of a **college preparatory course** with an extra period of literacy instruction. Students who complete this course successfully receive one unit of English language arts credit (for English 1,2) and one unit of elective credit (for Literacy 1,2) per semester. Thus, students' *schedules* will show English 1,2 Block (1552, 1553) while their *transcripts* will show English 1,2 (P) (1540, 1541) and Literacy 1,2 (1562, 1563).

English 1,2 Block is a two-period literacy course intended for grade 9 students reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly more complex expository and narrative texts.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Literature, Grade 9, McDougal Littell, 2008.

Sebranek, *Writer's Inc.*, Write Source, 1992.

Supplemental material is used.

ENGLISH 3,4 (1570, 1571)

Grade level: 10

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:
English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1570C, 1571C
- Seminar: 1570S, 1571S

- Collaborative: 1570G, 1571G
- English Language Development: 1570L, 1571L

Note: An identical course for special education students (7722, 7723) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). English 3,4 is a one-period literacy course required of all grade 10 students, except those enrolled in English 3,4 Block (1554, 1555) or English 3,4 Advanced (1572, 1573). The course content focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly complex expository and narrative texts.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Literature, Grade 10, McDougal Littell, 2008.

Language Network, McDougal Littell, 2001.

Bridges to Literature, Levels 1–3, McDougal Littell, 2002.

ENGLISH 3,4 ADVANCED (1572, 1573)

Grade level: 10

Prerequisites: Upper quartile in academic achievement (GPA) or recommendation of teacher

Course duration: Two semesters

Subject area in which graduation credit is given:
English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1572C, 1573C
- Seminar: 1572S, 1573S

COURSE DESCRIPTION

College Preparatory Course (P). This course emphasizes the critical analysis of complex expository and narrative texts. Each standards-based

unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. While similar to English 3,4, instruction in this course supports in-depth and more independent research-based reading and writing as well as critical analyses of a range of challenging literary and informational texts. The course meets the requirements for the Diploma with Academic Distinction.

BASIC TEXTS AND TEACHING GUIDES

Prentice Hall Literature: World Masterpieces, Pearson Prentice Hall, 2007.

well as to question, interpret, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

BASIC TEXTS AND TEACHING GUIDES

Literature, Grade 10, McDougal Littell, 2008.

Language Network, McDougal Littell, 2001.

Bridges to Literature, Levels 1–3, McDougal Littell, 2002.

ENGLISH 3,4 BLOCK (1554, 1555)

Grade level: 10

Prerequisites: None

Course duration: Two-period, two-semester course – grade 10 in schools with entry-level grade 10

Subject area in which graduation credit is given: See note below

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1554L, 1555L
- Collaborative: 1554G, 1555G

COURSE DESCRIPTION

Note: This block course combines the content of a **college preparatory course** with an extra period of literacy instruction. Students who complete this course successfully receive one unit of English language arts credit (for English 3,4) and one unit of elective credit (for Literacy 3,4) per semester. Thus, students' *schedules* will show English 3,4 Block (1554, 1555) while their *transcripts* will show English 3,4 (P) (1570, 1571) and Literacy 3,4 (1564, 1565).

English 3,4 Block is a two-period literacy course intended for grade 10 students reading below or significantly below grade-level standards, as assessed using multiple measures. The course content focuses on teaching students skills and strategies for critical, independent reading and writing of increasingly complex expository and narrative texts.

Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as

ENGLISH LANGUAGE AND COMPOSITION 1,2 ADVANCED PLACEMENT (1655, 1656)

Grade level: 11

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given: English and Language Arts; weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following settings:

- Seminar: 1655S, 1656S

COURSE DESCRIPTION

Honors Preparatory Course (HP). This Advanced Placement English course is designed to help students become more skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The overall purpose of the AP English Language and Composition course, then, is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

This course (a) meets the district's American literature graduation requirement, (b) meets the requirements for the Diploma with Academic Distinction, and (c) prepares students for the AP Examination in English Language and Composition.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 1655U, 1656U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Reading and Writing from Literature, McDougal Littell, 2001.

The Writer's Harbrace Handbook, brief ed., Thomson Learning, 2002.

Harcourt Anthology of Drama, brief ed., Harcourt College Press, 2002.

Language of Literature, Grade 11, McDougal Littell, 2002.

ENGLISH LITERATURE 1,2 (1641, 1642)

Grade level: 12

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 1641C, 1642C
- Collaborative: 1641G, 1642G
- Sheltered: 1641L, 1642L

COURSE DESCRIPTION

College Preparatory Course (P). Students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles in the last 1,000 years. Literary criticism will focus on the political as well as philosophical approach, as required by state standards. This course meets the requirements for the Diploma with Academic Distinction.

BASIC TEXTS AND TEACHING GUIDES

Literature:

Probst et al., *Elements of Literature: Literature of Britain*, Holt, Rinehart and Winston, 2000.

— or —

Applebee et al., *The Language of Literature: British Literature*, McDougal Littell, 2000.

Language/Writing:

Raimes, *Keys for Writers: A Brief Handbook*, Houghton Mifflin, 1999.

Blau et al., *The Writer's Craft* (Purple Level), Houghton Mifflin, 1999.

ENGLISH LITERATURE AND COMPOSITION 1,2 ADVANCED PLACEMENT (1653, 1654)

Grade level: 11–12

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

English and Language Arts; weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following settings:

- Seminar: 1653S, 1654S

COURSE DESCRIPTION

Honors Preparatory Course (HP). This Advanced Placement English course involves students in both the study and practice of writing and the study of literature. They learn to use the characteristic modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English Literature and Composition 1,2 is not a survey course; it is, rather, a course to help students develop critical judgment and expressive skill. Students are encouraged to read analytically and sensitively a few carefully chosen high-quality selections, to develop personal communicative styles, and to reflect honesty and precision in the use of the language. The course prepares students for the *Advanced Placement Examination in Literature and Composition*, and also meets the requirements for the Diploma with Academic Distinction.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 1653U, 1654U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Reading and Writing from Literature, McDougal Littell, 2001.

The Writer's Harbrace Handbook, brief ed., Thomson Learning, 2002.

Harcourt Anthology of Drama, brief ed., Harcourt College Press, 2002.

Language of Literature, Grade 11, McDougal Littell, 2002.

JOURNALISM 1,2 (1960, 1961)

Grade level: 9–12

Prerequisites: None for Journalism 1, but Journalism 2 must be preceded by Journalism 1

Course duration: Two semesters

Subject area in which graduation credit is given:
Fine and Practical Arts

COURSE DESCRIPTION

This course introduces the basic techniques and skills of journalistic writing, investigates the meaning of freedom of the press and the dependency of other freedoms upon an informed citizenry, and prepares the student for participation in school publications.

BASIC TEXTS AND TEACHING GUIDES

Journalism Matters, Glencoe/McGraw-Hill, 2001.

JOURNALISM 3,4 (1962, 1963)

Grade level: 11–12

Prerequisites: Journalism 1,2

Course duration: Two semesters

Subject area in which graduation credit is given:
Fine and Practical Arts

COURSE DESCRIPTION

This course is intended to sharpen the skills introduced in Journalism 1,2 and provide experience with a high degree of realism and application to college or career journalism. The class functions as a staff, producing the official school newspaper. Students not involved in the day's production study journalism or work on term projects. There is flexibility in production assignments to provide students with a range of appropriate experiences.

BASIC TEXTS AND TEACHING GUIDES

Ferguson and Patten, *Journalism Today!* 4th ed., Glencoe/McGraw-Hill, 1993.

JOURNALISM 5,6 (1964, 1965)

Grade level: 12

Prerequisites: Journalism 3,4

Course duration: Two semesters

Subject area in which graduation credit is given:
Fine and Practical Arts

COURSE DESCRIPTION

Students electing this course supply the leadership and hold the key positions in the publication of the school newspaper: editor-in-chief, copy editor, advertising and business manager, managing editor, page editors, and columnists. As advanced journalism students, they are responsible for informing the newspaper policy, presenting a balanced image of the school, planning page composition, meeting with business people, editing, and meeting the full range of responsibilities in producing regularly scheduled publication.

BASIC TEXTS AND TEACHING GUIDES

Ferguson and Patten, *Journalism Today!* 4th ed., Glencoe/McGraw-Hill, 1993.

LITERACY ADVANCEMENT ACADEMY 1,2 (1682, 1683)

Grade level: 9

Prerequisites: None

Course duration: One or two semesters

Subject area in which graduation credit is given:
Elective

Options for Instructional Settings: This course may also be taught in the following settings:

- Collaborative: 1682G, 1683G
- English Language Development: 1682L, 1683L

COURSE DESCRIPTION

Literacy Advancement Academy 1,2 is a one- or two-semester course offering extra support for students who are below or significantly below grade level in their regular grade 9 English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course.

This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to

learn reading and writing strategies and to apply those strategies in a variety of authentic ways.

The instruction in this course supports the standards-based units of study the students complete in their English 1,2 course. The course approaches reading and writing as processes. Students receive explicit instruction on how texts work, and they analyze all types of texts identified in the standards: functional documents, expository prose, persuasive writing, narratives (both fiction and nonfiction), drama, and poetry. Students also develop their abilities to write (and revise and publish) in a variety of genres: biographical or autobiographical narratives, responses to literature, expository compositions, persuasive compositions, business letters, and technical documents.

BASIC TEXTS AND TEACHING GUIDES

Language of Literature, Grade 9, McDougal Littell, 2002.

Language Network, McDougal Littell, 2001.

The instruction in this course supports the standards-based units of study the students complete in their English 3,4 course. The course further reinforces and develops students' abilities to comprehend with increased sophistication a variety of texts (as called out in the standards). It also provides explicit instruction in strategies for success in high school content-area reading and writing. Students analyze increasing complex fiction and nonfiction texts, including their content-area textbooks, with and increasing rate of independence. They also further develop their abilities to write (and revise and publish) in a variety of genres.

BASIC TEXTS AND TEACHING GUIDES

Language of Literature, Grade 10, McDougal Littell, 2002.

Language Network, McDougal Littell, 2001.

Bridges to Literature, Levels 1–3, McDougal Littell, 2002.

LITERACY ADVANCEMENT ACADEMY 3,4 (1684, 1685)

Grade level: 10

Prerequisites: None

Course duration: One or two semesters

Subject area in which graduation credit is given:
Elective

Options for Instructional Settings: This course may also be taught in the following settings:

- Collaborative: 1684G, 1685G
- English Language Development: 1684L, 1685L

COURSE DESCRIPTION

Literacy Advancement Academy 3,4 is a one- or two-semester course offering extra support for students who are below or significantly below grade level in their regular grade 10 English courses, as determined by multiple measures, including standardized and classroom-imbedded assessments and teacher and principal recommendations. It is taught in addition to, not instead of, a student's regular English course.

This course is intended to help students achieve grade-level English language arts standards by providing them with additional opportunities to learn reading and writing strategies and to apply those strategies in a variety of authentic ways.

PUBLICATIONS (YEARBOOK) 9TH-12TH (8421)

Grade level: 9–12

Prerequisites: Local option

Course duration: One or two semesters; multiple credit allowed

Subject area in which graduation credit is given:
Fine and Practical Arts

COURSE DESCRIPTION

This course provides individual specialized training and production work in publishing the school yearbook.

BASIC TEXTS AND TEACHING GUIDES

None.

PUBLIC SPEAKING 1,2 (1415, 1416)

Grade level: 9–12

Prerequisites: None for Public Speaking 1, but Public Speaking 2 must be preceded by Public Speaking 1.

Course duration: Two semesters

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

This course in oral communication interrelates reading, writing, listening, and speaking. Students research, write, and deliver speeches for a variety of purposes, both informal and formal, to varied audiences. The course emphasizes the effective delivery of a variety of speeches including speeches to inform, persuade, entertain, and communicate.

BASIC TEXTS AND TEACHING GUIDES

Franklin and Clark, *Essentials of Speech Communication*, McDougal Littell, 2001.

Phillips, *Basic Debate*, Glencoe, 1997.

Fletcher, *How to Design and Deliver Speeches*, Longman, 2001.

Timm, *The Basics: Speech Communication*, South-Western Educational Publishing, 2000.

Teacher Resource Kits (transparencies and videos)

PUBLIC SPEAKING 3,4 (1417, 1418)

Grade level: 10–12

Prerequisites: Public Speaking 1,2

Course duration: Two semester

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

This course is directed primarily toward platform speaking. Laboratory experiences are provided through participation in the San Diego City Schools' Co-Curricular Speech Arts League program. Emphasis is on composition and delivery of effective speeches, understanding of historical and social functions of speech, and development of thinking and listening skills for critical analysis.

BASIC TEXTS AND TEACHING GUIDES

Franklin and Clark, *Essentials of Speech Communication*, McDougal Littell, 2001.

Phillips, *Basic Debate*, Glencoe, 1997.

Fletcher, *How to Design and Deliver Speeches*, Longman, 2001.

Timm, *The Basics: Speech Communication*, South-Western Educational Publishing, 2000.

Teacher Resource Kits (transparencies and videos)

PUBLIC SPEAKING 5,6 (1419, 1420)

Grade level: 11–12

Prerequisites: Public Speaking 3,4

Course duration: Two semesters

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course concentrates on rhetorical theory and criticism and the significance of public speaking, with emphasis on rhetorical speech, legislative debate, didactic, and implicative methods of presentation, criticism, research paper presentation, and business and professional speeches.

BASIC TEXTS AND TEACHING GUIDES

Franklin and Clark, *Essentials of Speech Communication*, McDougal, Littell, 2001.

Phillips, *Basic Debate*, Glencoe, 1997.

Fletcher, *How to Design and Deliver Speeches*, Longman, 2001.

Timm, *The Basics: Speech Communication*, South-Western, 2000.

Teacher Resource Kits (transparencies and videos)

WORLD LITERATURE 1,2 (1705, 1706)

Grade level: 11–12

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:
English and Language Arts

Options for Instructional Settings: This course may also be taught in the following settings:

- English Language Development: 1705L, 1706L
- Collaborative: 1705G, 1706G

Note: An identical course for special education students (7728, 7729) also is offered, which provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). This course presents literature selections drawn from all genres, ranging from early world literature to contemporary works by writers from diverse cultural and ethnic backgrounds. Students reflect in writing on what they have read; they also write for other purposes

and various audiences. Working independently or in groups, students refine their use of language and understand the effects that changes in technology have made on the uses of language. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, and listening.

BASIC TEXTS AND TEACHING GUIDES

Language of Literature: World Literature, McDougal Littell, 2002.

WRITER'S WORKSHOP 1,2 (1745, 1746)

Grade level: 11-12

Prerequisites: None

Course duration: Two-semester course

Subject area in which graduation credit is given:
English and Language Arts

COURSE DESCRIPTION

College Preparatory Course (P). This course provides students with both instruction and practice in writing for different audiences and purposes. Pieces by professional writers prompt discussion and serve as models for further writing. Working independently and in groups, students refine their use of language. Students also learn to interpret and evaluate writing in the media as well as information conveyed by graphics. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, and listening. Students collect their work and reflections in portfolios.

BASIC TEXTS AND TEACHING GUIDES

Writer's INC., Great Source, 2001.

Wyrick, *Steps to Writing Well, with Additional Readings*, Thomson Learning, 2002.

Special Education English Language Arts Courses (Grades 6–12)

Sequence of Districtwide Courses

		Grade Level			
Middle School		5*	6*	7	8
		Functional Language Arts 5th (7160)	Functional Language Arts 6th–8th (7162)		
				Applied English 7th–8th (7342) Applied Reading Development/Improvement 7th–8th (7333)	
				Multilevel English 7th–8th (7509)	
High School		9	10	11	12
		Functional Language Arts 9th–12th (7163)			
		Applied English 9th–10th (7343)		Applied English 11th–12th (7344)	
		Multilevel English 1,2 (7511, 7512)	Multilevel English 3,4 (7513, 7514)		
				Multilevel English 5,6 (7515, 7516)	

* For middle school students in grades 5 or 6.

The following course descriptions are arranged by **alphabetically**. Refer to the chart above for guidance.

APPLIED ENGLISH 7TH–8TH (7342)

Grade level: 7–8

Prerequisites: None

Course duration: One year; multiple credit allowed

Subject area in which graduation credit is given:

Does not apply

COURSE DESCRIPTION

(The course number and elective credit for this course can be assigned to students who have completed course work, but have not mastered all

proficiencies requirements for a parallel or identical special education English language arts course.) This course teaches basic English standards, writing conventions, and literature, but not to the level of diploma credit.

BASIC TEXTS AND TEACHING GUIDES

Life Skills English, Teacher's Resource Library (including CD-ROM), American Guidance Service, 1997.

Life Skills English, American Guidance Service, 1997.
Classics II Read-Along set (12 books, 12 audiocassettes), Saddleback Educational.

Stack the Deck Writing Program (student books, teacher's manual, writing folder packet, posters).

SUPPLEMENTARY RESOURCES

Core literature: *George Washington Carver; Black Beauty; Pinballs; Sarah, Plain and Tall*.

Illustrated Classics (book and audiocassette): *The Time Machine; Treasure Island; A Midsummer Night's Dream*.

Illustrated Classics (book only): *Kidnapped; The Great Adventures of Sherlock Holmes*.

APPLIED ENGLISH 9TH–10TH (7343)

Grade level: 9–10

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

(The course number and elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a parallel or identical special education English language arts course.)

The Applied English course series develops oral/signed and written language skills required for literacy, independent living, and employment.

BASIC TEXTS AND TEACHING GUIDES

Sopris West Language! Level 1 Student Package, Glencoe, 2002.

Applied English 9–10: Teaching Activities and Resources, San Diego City Schools, 1989, Item No. 3079.

Applied English 9–10: Core Literature Teacher's Guide, San Diego City Schools, 1989, Item No. 3089.

SUPPLEMENTARY RESOURCES

Core literature: *Journey to Jo'burg; Dracula and Other Plays of Adventure and Suspense; Meet the Austins*.

Core literature: *They Led the Way: Fourteen American Women; Space Shuttle Story; Veronica Ganz*.

Adelman, *Writing and Thinking, Level 5 (Tan)*, Charlesbridge, 1985.

Sprint Library, Levels B and D, Scholastic, 1989.

Vail and Papenfuss, *Daily Oral Language, Levels 3 and 4*, McDougal Littell and, 1989.

APPLIED ENGLISH 11TH–12TH (7344)

Grade level: 11–12

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

(The course number and elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a parallel or identical special education English language arts course.)

The Applied English course series develops oral/signed and written language skills required for literacy, independent living, and employment.

BASIC TEXTS AND TEACHING GUIDES

Sopris West Language! Level 1 Student Package, Glencoe, 2002.

Applied English 11–12: Teaching Activities and Resources, San Diego City Schools, 1989, Item No. 3081.

Applied English 11–12: Core Literature Teacher's Guide, San Diego City Schools, 1989, Item No. 3099.

SUPPLEMENTARY RESOURCES

Core literature: *Life and Words of Martin Luther King Jr.; If This Is Love, I'll Take Spaghetti*.

Core literature: *Tiger Eyes; The Winner*.

Adelman, *Writing and Thinking, Level 5 (Tan)*, Charlesbridge, 1985.

Vail and Papenfuss, *Daily Oral Language, Levels 5 and 6*, McDougal Littell, 1989.

APPLIED READING DEVELOPMENT/IMPROVEMENT 7TH–8TH (7333)

Grade level: 7–8

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

This course provides evaluation and intervention for special education students experiencing difficulty with the reading process. Students learn compensatory strategies and participate in remedial instruction in the areas of phonics, sight word acquisition, and comprehension development.

BASIC TEXTS AND TEACHING GUIDES

Phonology Guide, Language Circle, 1997.

Linguistics Guide, Language Circle, 1996.

Bonnie Kline Stories, Levels 1, 2, 3-1, 3-2, Language Circle.

Goodman's Five-Star Story Series, Jamestown, 1998.

Contemporary Readers, Volumes 1 and 2, Jamestown.

FUNCTIONAL LANGUAGE ARTS 5TH (7160)

Grade level: 5

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

This course provides a full, balanced, and integrated curriculum that is literacy-based, functional, meaningful, and draws on each student's experience. The instructional program emphasizes reading/wording, reading comprehension, writing, listening and speaking, and the teaching of communication skills in meaningful contexts. Instruction incorporates a balance and variety of content-appropriate teaching methods, adaptive materials, and use of alternate standards that support the student's needs. A variety of high- and low-tech individual adaptations may be utilized in order for students to access the content area. Generalization of functional language skills across school, home, and community environments is the desired outcome to maximize the student's independence and participation in all aspects of life.

BASIC TEXTS AND TEACHING GUIDES

Functional Language Arts materials kits.

Thematic Modules, San Diego City Schools, 2000.

FUNCTIONAL LANGUAGE ARTS 6TH-8TH (7162)

Grade level: 6–8

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

Students develop age-appropriate, individualized language arts and functional communication skills within the context of the California Standards for Students with Severe Disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include using a functional communication system, participating in adapted thematic literature units, participation in content area within the regular education school curriculum, and social interactions with peers. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES

Functional Language Arts 6th–8th materials kits.

Thematic Modules, San Diego City Schools, 2000.

FUNCTIONAL LANGUAGE ARTS 9TH-12TH (7163)

Grade level: 9–12

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

Students develop age-appropriate, individualized language arts and functional communication skills within the context of the California Standards for Students with Severe Disabilities, from which IEP

goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include using a functional communication system, participating in adapted thematic literature units, understanding community and vocational vocabulary, and social interactions with peers. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES

Functional Language Arts 9th–12th materials kits.
Thematic Modules, San Diego City Schools, 2000.

MULTILEVEL ENGLISH 7TH–8TH (7509)

Grade level: 7–8

Prerequisites: None

Course duration: One semester; multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

Parallel courses: English 7th and English 8th. Multilevel English 7th–8th is the first course in a four-course English series designed to provide special education students with an adapted program that parallels district curriculum. In this course, students develop thinking, speaking, and writing skills within a context of core and extended literary works.

BASIC TEXTS AND TEACHING GUIDES

Scope English Anthology, Level Z, Scholastic, 1988.

Scholastic Scope Level Z, Writing and Language, Scholastic, 1989.

Morris, *Lincoln Writing Dictionary*, Harcourt Brace Jovanovich, 1989.

Multilevel English 7–8: Core Literature Teacher's Guide, San Diego City Schools, 1989, Item No. 3069.

Multilevel English 7–8: Core Literature Teacher's Guide, Volume 2, San Diego City Schools, 1990–91, Item No. 3070.

Multilevel English 7–8: Core Literature Teacher's Guide and Spelling Supplement, San Diego City Schools, 1990–91, Item No. 3072.

SUPPLEMENTARY RESOURCES

Core literature: *Experiencing Poetry; Indian in the Cupboard; Sweetwater; Dragonwings*.

Core literature: *Experiencing Poetry; My Brother Sam Is Dead; Sounder; Collection: "Gettysburg Address," "I Have a Dream," "The Concord Hymn."*

MULTILEVEL ENGLISH 1,2 (7511, 7512)

Grade level: 9

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:
English and Language Arts

COURSE DESCRIPTION

Parallel course: English 1,2.

This is the second course in a four-course series designed to provide special education students with an adapted program paralleling district curriculum. Students receive instruction and practice in reading, writing, oral communication, and language study.

BASIC TEXTS AND TEACHING GUIDES

Sopris West Language! Level 1 Student Package, Glencoe, 2002.

Multilevel English 1,2: Proficiency and Curriculum Guide, Semester 1, San Diego City Schools, 1989, Item No. 3063.

Multilevel English 1,2: Core Literature Teacher's Guide, San Diego City Schools, 1989, Item No. 3067.

Multilevel English 1,2: Proficiency and Curriculum Guide, Semester 2, San Diego City Schools, 1989, Item No. 3064.

SUPPLEMENTARY RESOURCES

Core literature: *The Outsiders; Treasure Island; Let the Circle Be Unbroken; Old Yeller*.

MULTILEVEL ENGLISH 3,4 (7513, 7514)**Grade level:** 10–11**Prerequisites:** Student must read and comprehend at the 2.5 grade level and pass Multilevel English 1,2 proficiencies.**Course duration:** Two semesters**Subject area in which graduation credit is given:**
English and Language Arts**COURSE DESCRIPTION**

Parallel course: English 3,4.

This is the third course in a four-course series designed to provide special education students with an adapted program paralleling district curriculum. Students continue to expand reading, writing, oral communication, and language study skills.

BASIC TEXTS AND TEACHING GUIDES

Sopris West Language! Level 2 Student Package, Glencoe, 2002.

Multilevel English 3,4: Core Literature Teacher's Guide, San Diego City Schools, 1986, Item No. 3068.

Multilevel English 3,4: Proficiencies and Curriculum Guide, San Diego City Schools, 1989, Item No. 3065.

SUPPLEMENTARY RESOURCES

Core literature: *Frankenstein*; *Edgar Allan Poe – Ten Great Mysteries*.

Core literature: *To Be a Slave*; *The Call of the Wild*; *Selected Poems*.

MULTILEVEL ENGLISH 5,6 (7515, 7516)**Grade level:** 11–12**Prerequisites:** Proficiency in Multilevel English 3,4**Course duration:** Multisemester course**Subject area in which graduation credit is given:**
English and Language Arts**COURSE DESCRIPTION**

This course provides students in special education with an adapted curriculum that meets diploma standards.

BASIC TEXTS AND TEACHING GUIDES

Writer's Choice (student texts, teacher's classroom resources), Glencoe, 2001.

Literature available on each campus.

SUPPLEMENTARY RESOURCES

Shakespeare Then and Now (student books, teacher's editions, audiocassettes). This series features the original Shakespearean text and the corresponding current English text on facing pages. The following titles may be checked out from IMC: *Hamlet*, *A Midsummer Night's Dream*, *Macbeth*, *Romeo and Juliet*, *Julius Caesar*.