ENGLISH LANGUAGE ARTS

English language arts, TK–12, focuses on the processes 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.

ENGLISH LANGUAGE ARTS STANDARDS

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through grade 12. In 2010, California joined a large majority of other states to adopt the same standards for English language arts and mathematics. These standards are called the Common Core State Standards (CCSS). Having the same standards means students experience consistent expectations, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace. The San Diego Unified School District began full implementation of the CCSS during the 2014–15 school year, which is reflected in the following course descriptions.

The Common Core State Standards for English language arts are available at:

www.cde.ca.gov/re/cc/

The state’s recently revised curriculum framework for English language arts and English language development is available at:

www.cde.ca.gov/ci/rl/cf/index.asp

CONTENTS

This section is divided into the following subsections:
• Elementary courses (grades TK–6), arranged by grade level, p. ELA-2
• Middle-level courses (grades 5–8), arranged alphabetically, p. ELA-5
• Senior high courses (grades 9–12), arranged alphabetically, p. ELA-12
# Elementary English Language Arts Courses (Grades TK–6)

Themes (Threads) Emphasized, Ages 4–12

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>TK–2</th>
<th>3–6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Reading instruction includes:</td>
<td>Reading instruction includes:</td>
</tr>
<tr>
<td></td>
<td>• Reading Standards for Literature (asking and answering questions, determining central ideas, story elements, understanding structure of stories, comparing and contrasting ideas across texts)</td>
<td>• Reading Standards for Literature (close reading of complex text, determining theme, drawing inferences, comparing characters and themes across stories, reading a wide variety of grade level appropriate text from various genres)</td>
</tr>
<tr>
<td></td>
<td>• Reading Standards for Informational Text (determining main ideas, details, use of text features, structural features of text, comparing multiple text on same topic, finding evidence)</td>
<td>• Reading Standards for Informational Text (determining main idea and key details, describing relationships between events, using text features and structures, comparing ideas and points of view across texts, finding evidence)</td>
</tr>
<tr>
<td></td>
<td>• Language/Foundational Skills: word analysis, fluency, and systematic vocabulary development (concepts about print, phonemic awareness, decoding and word recognition, vocabulary, and concept development)</td>
<td>• Language/Foundational skills: word analysis, fluency, and systematic vocabulary development (word recognition, vocabulary, and concept development)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Writing instruction includes:</td>
<td>Writing instruction includes:</td>
</tr>
<tr>
<td></td>
<td>• Three types of writing: opinion, informative/explanatory, narrative</td>
<td>• Three types of writing: argument/opinion, informative/explanatory, narrative</td>
</tr>
<tr>
<td></td>
<td>• Revising with suggestions from peers and guidance from adults</td>
<td>• Planning, revising, and editing to develop and strengthen writing</td>
</tr>
<tr>
<td></td>
<td>• Participation in short research projects</td>
<td>• Research projects</td>
</tr>
<tr>
<td></td>
<td>• Written and oral English language conventions (sentence structure, capitalization, grammar, spelling, punctuation, evaluation, and revision)</td>
<td>• Written and oral English language conventions (i.e., sentence structure, grammar, punctuation, capitalization, and spelling)</td>
</tr>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## INTEGRATED LANGUAGE ARTS, Transitional Kindergarten

**Course Description**

The Common Core State Standards have been modified for Transitional Kindergarten. These end-of-year expectations are reflected in a district-created curriculum that focuses on reading literature, reading for information, writing, language, speaking and listening, and foundational skills.

## Basic Instructional Materials

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


**For Spanish language arts for Spanish language learners:**

INTEGRATED LANGUAGE ARTS, Kindergarten

COURSE DESCRIPTION
The Common Core State Standards (CCSS) have been integrated into the kindergarten curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

BASIC INSTRUCTIONAL MATERIALS
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:

INTEGRATED LANGUAGE ARTS, Grade 1

COURSE DESCRIPTION
The Common Core State Standards (CCSS) have been integrated into the grade 1 curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

BASIC INSTRUCTIONAL MATERIALS
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:

INTEGRATED LANGUAGE ARTS, Grade 2

COURSE DESCRIPTION
The Common Core State Standards (CCSS) have been integrated into the grade 2 curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

BASIC INSTRUCTIONAL MATERIALS
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:

INTEGRATED LANGUAGE ARTS, Grade 3

COURSE DESCRIPTION
The Common Core State Standards (CCSS) have been integrated into the grade 3 curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

BASIC INSTRUCTIONAL MATERIALS
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:
INTEGRATED LANGUAGE ARTS, Grade 4

Course Description
The Common Core State Standards (CCSS) have been integrated into the grade 4 curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

Basic Instructional Materials
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:

INTEGRATED LANGUAGE ARTS, Grade 5

Course Description
The Common Core State Standards (CCSS) have been integrated into the grade 5 curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

Basic Instructional Materials
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:

INTEGRATED LANGUAGE ARTS, Grade 6

Course Description
The Common Core State Standards (CCSS) have been integrated into the grade 6 curriculum. The CCSS focus on reading literature, reading for information, writing, language, speaking and listening, and foundational skills. Please refer to the California Department of Education’s 2014 English Language Arts/English Language Development Framework.

Basic Instructional Materials
For English language arts and English language arts for English language learners:

For Spanish language arts for Spanish language learners:
Middle-level English Courses (Grades 5–8)
Sequence of Districtwide Courses*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>5†</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single-period course</strong></td>
<td></td>
<td>English 6th (1708)</td>
<td>English 7th (1501)</td>
<td>English 8th (1520)</td>
</tr>
<tr>
<td><strong>Double-period course; proficient or above§</strong></td>
<td>English 5th/Literacy 5th (1605)</td>
<td>English 6th/Literacy 6th (1550)</td>
<td>English 7th/Literacy 7th (1551)</td>
<td>English 8th/Literacy 8th (1559)</td>
</tr>
<tr>
<td><strong>Double-period course; below proficient§</strong></td>
<td>English 5th/Literacy 5th Block (1606)</td>
<td>English 6th/Literacy 6th Block (1542)</td>
<td>English 7th/Literacy 7th Block (1543)</td>
<td>English 8th/Literacy 8th Block (1544)</td>
</tr>
<tr>
<td><strong>Single-period support course</strong></td>
<td>Literacy Advancement Academy 6th (1836)</td>
<td>Literacy Advancement Academy 7th (1599)</td>
<td>Literacy Advancement Academy 8th (1600)</td>
<td></td>
</tr>
<tr>
<td><strong>Other courses</strong></td>
<td>Journalism 5th–8th (1524)</td>
<td>Publications (Yearbook) 6th–8th (8420)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.
† For students in grade 5 at schools that use a secondary-type master schedule.
§ Student placement into a double-period course based on proficiency is a site-based decision. Multiple measures for sites to use when determining placement include (1) interim assessments, (2) pre- and post-unit writing prompts, (3) SBAC scores, (4) grades, and (5) recommendation.
The following course descriptions are arranged alphabetically. Refer to the chart above for guidance.

**BOOKORAMA • 1799**  
**Grade level:** 5–6  
**Prerequisites:** None  
**Course duration:** Two semesters  

**COURSE DESCRIPTION**

Site-adopted Course. Approved for Dana Middle School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Bookorama is taught in addition to, not instead of, a student’s regular English class. This is an elective course designed for proficient readers who have a passion for literature. Students in this course read both fiction and nonfiction works to broaden their reading interests and engage in academic discourse. In addition to enhancing students’ reading comprehension, the course increases their critical analysis skills as they question, interpret, and evaluate the ideas of others in the class. Special attention is paid to the craft of writing, especially the different techniques and language conventions writers use to express their ideas.

**BASIC INSTRUCTIONAL MATERIALS**  
No adopted text. Each school chooses from available materials and resources.

**CREATIVE WRITING 6TH–8TH • 1780**  
**Grade level:** 6–8  
**Prerequisites:** None  
**Course duration:** Two semesters  

**COURSE DESCRIPTION**

Site-adopted Course. Approved for CPMA Middle, Grant K-8, and San Diego SCPA. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This introductory course in creative writing will introduce students to professional models of prose, poetry and drama, along with the general structure, format and techniques associated with each of these forms of writing. Students will learn vocabulary specific to the subject (e.g., audience, voice, tone), and write original pieces that will be workshopped (analyzed and critiqued) in small groups. Students will keep a writer’s notebook, and compile a representative portfolio of their best work over the course of the year.

**BASIC INSTRUCTIONAL MATERIALS**  
No adopted text. Each school chooses from available materials and resources.

**CREATIVE WRITING 5TH–6TH • 1787**  
**Grade level:** 5–6  
**Prerequisites:** None  
**Course duration:** Two semesters  

**COURSE DESCRIPTION**

Site-adopted Course. Approved for Dana Middle School and Grant K-8. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is an elective course for students who write proficiently and have an interest in creative writing. It is taken in addition to, not instead of, the student’s regular grade-level English course. Students in this course will be introduced to various forms of writing, including memoir, short story, poetry, fables, and drama. They will learn about the different techniques used by writers to convey their ideas, and will have an opportunity to question and learn from local authors who will visit the classroom. *Aesop’s Fables, 100 Years of Poetry for Children, Write Source 2000, and 6+1 Traits of Writing* are among the texts that will be used in this course.

**BASIC INSTRUCTIONAL MATERIALS**  
No adopted text. Each school chooses from available materials and resources.
ENGLISH LANGUAGE ARTS 5TH • 1598

Grade Level: 5
Prerequisites: None
Course duration: See note below in the course description.

COURSE DESCRIPTION
The course, English Language Arts 5th (1598), is a reinstated pilot and is available districtwide as of Spring 2019. For basic attributes of this course and information about its content, please contact the Instructional Support Office at (619) 725-7241.

BASIC INSTRUCTIONAL MATERIALS
See note above in the course description.

ENGLISH 5TH/LITERACY 5TH • 1605

Grade level: 5
Prerequisites: None
Course duration: Two-period, two-semester course

COURSE DESCRIPTION
English 5th/Literacy 5th is a two-period literacy course intended for grade 5 middle school students who are reading 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 INSTRUCTIONAL MATERIALS

ENGLISH 5TH/LITERACY 5TH BLOCK • 1606

Grade level: 5
Prerequisites: None
Course duration: Two-period, two-semester course

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 INSTRUCTIONAL MATERIALS

ENGLISH 6TH • 1708

Grade level: 6
Prerequisites: None
Course duration: Two semesters

COURSE DESCRIPTION
English 6th is a single-period literacy course intended for all grade 6 middle school students, except those enrolled in double-period courses: English 6th/Literacy 6th (1550) or 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 texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, 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 INSTRUCTIONAL MATERIALS:

Supplemental reading materials are also part of the curriculum.
ENGLISH 6TH/LITERACY 6TH • 1550
Grade level: 6
Prerequisites: None
Course duration: Two-period, two-semester course

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 (1708) or 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 texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, 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 INSTRUCTIONAL MATERIALS

ENGLISH LANGUAGE ARTS 6TH–7TH A,B • 4859, 4860
Grade level: 6–7
Prerequisites: None
Course duration: Two years, two semesters per year

COURSE DESCRIPTION
Pilot Course. Approved for Grant K–8 School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

In this two-year, multi-age course, students will build skills in English and language arts. Instead of being grouped by age and grade, students will be grouped according to their learning styles and needs. During the two years, students will build relationships as well as knowledge in order to create strong academic and social-emotional skills.

BASIC INSTRUCTIONAL MATERIALS
No adopted text. Each school chooses from available materials and resources.

ENGLISH 6TH/LITERACY 6TH BLOCK • 1542
Grade level: 6
Prerequisites: None
Course duration: Two-period, two-semester course

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 texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, 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 INSTRUCTIONAL MATERIALS

ENGLISH 7TH • 1501
Grade level: 7
Prerequisites: None
Course duration: Two semesters

COURSE DESCRIPTION
English 7th is a one-period literacy course intended for all grade 7 middle school students, except those enrolled in double-period courses: English 7th/Literacy 7th (1551) or English 7th/Literacy 7th Block (1543). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate texts.

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,
literacy course intended for grade 7 middle school

**ENGLISH 7TH/LITERACY 7TH • 1551**

**Grade level:** 7  
**Prerequisites:** None  
**Course duration:** Two-period, two-semester course

**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 texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, 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 INSTRUCTIONAL MATERIALS**


**ENGLISH 8TH • 1520**

**Grade level:** 8  
**Prerequisites:** None  
**Course duration:** Two semesters

**COURSE DESCRIPTION**

English 8th is a one-period literacy course intended for all grade 8 middle school students, except those enrolled in double-period courses: English 8th/Literacy 8th (1559) or English 8th/Literacy 8th Block (1544). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, 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 INSTRUCTIONAL MATERIALS**


**ENGLISH 7TH/LITERACY 7TH BLOCK • 1543**

**Grade level:** 7  
**Prerequisites:** None  
**Course duration:** Two-period, two-semester course

**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 texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, 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 INSTRUCTIONAL MATERIALS**

ENGLISH 8TH/LITERACY 8TH • 1559
Grade level: 8
Prerequisites: None
Course duration: Two-period, two-semester course

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 as they prepare for the demands of high school.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, 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 INSTRUCTIONAL MATERIALS

ENGLISH LANGUAGE ARTS FLIM • 1692
Grade level: 6
Prerequisites: None
Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Language Academy K–8 School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is required for all grade 6 students enrolled in the French language immersion magnet (FLIM) program at the Language Academy. It is a one-period, balanced literacy course in English designed to be taught in conjunction with the one-period French language arts course taught in grade 6. The two one-period courses make up the two-hour literacy block common in grade 6.

ENGLISH LANGUAGE ARTS SLIM • 1691
Grade level: 6
Prerequisites: None
Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Clark Middle School, the Language Academy, and Longfellow K–8 school. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is required for all grade 6 students enrolled in the Spanish language immersion magnet (SLIM) programs at the approved sites. It is a one-period, balanced literacy course in English designed to be taught in conjunction with the one-period Spanish language arts course taught in grade 6. The two one-period courses make up the two-hour literacy block common in grade 6.
ENGLISH 6 MIDDLE LEVEL COLLEGE PREP • 1012, 1012_2
ENGLISH 6 MIDDLE LEVEL COLLEGE PREP WITH MERIT • 1013, 1013_2
ENGLISH 7 MIDDLE LEVEL COLLEGE PREP • 1014, 1014_2
ENGLISH 7 MIDDLE LEVEL COLLEGE PREP WITH MERIT • 1015, 1015_2
ENGLISH 8 MIDDLE LEVEL COLLEGE PREP • 1016, 1016_2
ENGLISH 8 MIDDLE LEVEL COLLEGE PREP WITH MERIT • 1017, 1017_2

Grade Level: 6, 7, or 8 as noted.
Prerequisites: N/A
Course duration: Two semesters.

COURSE DESCRIPTION

Pilot Course. Approved for Marston Middle School. Other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

English 6 Middle Level College Prep (Eng6 MLCP): English 6 Middle Level College Prep is a single-period literacy course intended for all grade 6 mi students. The course offers a rigorous standards-based curriculum that prepares students for college. Students will read and write both informational and narrative texts and utilize technology as a tool for enhancing their reading and writing.

English 6 Middle Level College Prep with Merit (Eng6 MLCPM): English 6 Middle Level College Prep with Merit is a single-period literacy course intended for grade 6 students who are exceeding grade level standards. The course is taught at a faster pace than other grade 6 courses and offers a rigorous standards-based curriculum that prepares students for college. Students will read and write both informational and narrative texts and utilize technology as a tool for enhancing their reading and writing.

English 7 Middle Level College Prep (Eng7 MLCP): English 7 Middle Level College Prep is a single-period literacy course intended for all grade 7 mi students. The course offers a rigorous standards-based curriculum that prepares students for college. Students will read and write both informational and narrative texts and utilize technology as a tool for enhancing their reading and writing.

English 7 Middle Level College Prep with Merit (Eng7 MLCPM): English 7 Middle Level College Prep with Merit is a single-period literacy course intended for grade 7 students who are exceeding grade level standards. The course is taught at a faster pace than other grade 7 courses and offers a rigorous standards-based curriculum that prepares students for college. Students will read and write both informational and narrative texts and utilize technology as a tool for enhancing their reading and writing.

English 8 Middle Level College Prep (Eng8 MLCP): English 8 Middle Level College Prep is a single-period literacy course intended for all grade 8 students. The course offers a rigorous standards-based curriculum that prepares students for college. Students will read and write both informational and narrative texts and utilize technology as a tool for enhancing their reading and writing.

English 8 Middle Level College Prep with Merit (Eng8 MLCPM): English 8 Middle Level College Prep with Merit is a single-period literacy course intended for grade 8 students who are exceeding grade level standards. The course is taught at a faster pace than other grade 8 courses and offers a rigorous standards-based curriculum that prepares students for college. Students will read and write both informational and narrative texts and utilize technology as a tool for enhancing their reading and writing.
JOURNALISM 5TH–8TH • 1524
Grade level: 5–8
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

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

BASIC INSTRUCTIONAL MATERIALS
Each site selects its own resources from available publications.

LITERACY ADVANCEMENT ACADEMY 6TH • 1836
Grade level: 6
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
Literacy Advancement Academy 6th is a one- or two-semester course offering extra support for students experiencing difficulty in their regular grade 6 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 speaking and listening found in the student’s regular courses while providing additional 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.

BASIC INSTRUCTIONAL MATERIALS

LITERACY ADVANCEMENT ACADEMY 7TH • 1599
Grade level: 7
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
Literacy Advancement Academy 7th is a one- or two-semester course offering extra support for students experiencing difficulty in their 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 speaking and listening found in the regular courses while providing additional 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.

BASIC INSTRUCTIONAL MATERIALS

LITERACY ADVANCEMENT ACADEMY 5TH • 1835
Grade level: 5
Prerequisites: Not applicable
Co-requisites: English 5
Course duration: Two semesters

COURSE DESCRIPTION
The Literacy Advancement Academy is an extension of the literacy learning that is a part of English, history, and science courses. The purpose of the course is to provide opportunity for multiple exposure to lessons, increased time on task, and additional experiences with narrative and expository text accompanied by strategies that will help student meet standards. This two-semester elective course is aligned with the California Common Core Standards and supports reading, writing and oral communication skills in English, social studies and science. This support course will emphasize reading and writing strategies in both fiction and non-fiction materials.

BASIC INSTRUCTIONAL MATERIALS

LITERACY ADVANCEMENT ACADEMY 6TH • 1836
Grade level: 6
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
The Literacy Advancement Academy 6th is a one- or two-semester course offering extra support for students experiencing difficulty in their regular grade 6 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 speaking and listening found in the student’s regular courses while providing additional 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.

BASIC INSTRUCTIONAL MATERIALS

LITERACY ADVANCEMENT ACADEMY 7TH • 1599
Grade level: 7
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
The Literacy Advancement Academy 7th is a one- or two-semester course offering extra support for students experiencing difficulty in their 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 speaking and listening found in the regular courses while providing additional 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.

BASIC INSTRUCTIONAL MATERIALS
LITERACY ADVANCEMENT ACADEMY
8TH • 1600
Grade level: 8
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
Literacy Advancement Academy 8th is a one- or two-semester course offering extra support for students experiencing difficulty in their 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 speaking and listening found in the regular courses while providing additional 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.

BASIC INSTRUCTIONAL MATERIALS

PUBLICATIONS (YEARBOOK) 6TH–8TH (8420)
Grade level: 6–8
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
This course provides specialized training in production work associated with publishing the school yearbook.

BASIC INSTRUCTIONAL MATERIALS
None.
## Senior High English Courses (Grades 9–12)

Sequence of Districtwide Courses*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single-period course; proficient or above</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>English 1,2 (1540, 1541)†</td>
<td>English 3,4 (1570, 1571)†</td>
<td>American Literature 1,2 (1583, 1584)†</td>
<td>Contemporary Voices in Literature 1,2 (1612, 1613)† World Literature 1,2 (1705, 1706)†</td>
</tr>
<tr>
<td>10th</td>
<td>English 1,2 Block (1552, 1553)**</td>
<td>English 3,4 Block (1554, 1555)**</td>
<td>American Literature 1,2 Block (1615, 1616)**</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Literacy Advancement Academy 1,2 (1682, 1683)</td>
<td>Literacy Advancement Academy 3,4 (1684, 1685)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Double-period course; below proficient‡</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Single-period support course</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced course</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>English 3,4 Advanced (1572, 1573)†</td>
<td>American Literature 1,2 Honors (1589, 1590)†</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other English and language arts courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Journalism 1,2 (1960, 1961)§</td>
<td>English Language and Composition 1,2 AP (1655, 1656)†</td>
<td>English Language and Composition 1,2 AP (1653, 1654)† Writers’ Workshop 1,2 (1745, 1746)†</td>
<td>English Literature 1,2 (1641, 1642)† Expository Reading and Writing (ERWC) 1,2 (1698, 1699)§</td>
</tr>
<tr>
<td>12th</td>
<td>Publications (Yearbook) 9th-12th (8421) Public Speaking 1,2 (1415, 1416)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior High English Courses (Grades 9–12)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Journalism 3,4 (1962, 1963)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>Journalism 5,6 (1964, 1965) Public Speaking 5,6 (1419, 1420)‡</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

† This course is currently accepted by the University of California (UC) as meeting its (English) subject-area requirement. However, each district high school seeking recognition by UC of this course for its students must include the course on its individual UC-approved list.

‡ This course is currently accepted by the UC as meeting its (college preparatory elective) subject-area requirement. However, each district high school seeking recognition by UC of this course for its students must include the course 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.

‡ The teacher of this course must be specially trained through the County of San Diego. This course has specific requirements; see course description.

§ Student placement into a double-period course based on proficiency is a site-based decision. Multiple measures for sites to use when determining placement include (1) interim assessments, (2) pre- and post-unit writing prompts, (3) SBAC scores, (4) grades, and (5) recommendation.
Districtwide Courses in Grades 9–12 That Meet SDUSD High School Graduation Requirements for English Language Arts

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
Grades 11–12: four semester credits, including at least one in a course that emphasizes American literature

Grade 9: English 1,2 or Equivalents
- English 1,2 (P) (1540, 1541)
- English 1,2 Block (1552, 1553)
- ELD 5,6 (1579, 1580)

Grade 10: English 3,4
- English 3,4 (P) (1570, 1571)
- English 3,4 Advanced (P) (1572, 1573)
- English 3,4 Block (1554, 1555)

Grades 11–12: American Literature
At least one semester credit (and up to four) from these courses:
- 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 AP (HP) (1655, 1656)

Grades 11–12: Additional Courses
Three additional semester credits, from either the American Literature list and/or these courses:
- Contemporary Voices in Literature 1,2 (P) (1612, 1613)
- English Language and Composition 1,2 AP (HP) (1655, 1656)
- English Literature 1,2 (P) (1641, 1642)
- English Literature and Composition 1,2 AP (HP) (1653, 1654)
- Expository Reading and Writing (ERWC) 1,2 (P) (1698, 1699)
- World Literature 1,2 (P) (1705, 1706)
- Writers’ Workshop 1,2 (P) (1745, 1746)

The following course descriptions are arranged alphabetically. Refer to the chart on page ELA-12 for guidance.

AMERICAN LITERATURE 1,2 (P) • 1583, 1584
Grade level: 11
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts
UC subject area satisfied: b (English)

COURSE DESCRIPTION
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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

BASIC INSTRUCTIONAL MATERIALS

AMERICAN LITERATURE 1,2 BLOCK • 1615, 1616
Grade level: 11
Prerequisites: None
Course duration: Two-period, two-semester course
Graduation credit: See note below
UC subject area satisfied: b (English)

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 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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

**Basic Instructional Materials**

---

**American Literature 1,2 Honors (HP) • 1589, 1590**

**Grade level:** 11–12  
**Prerequisites:** Recommendation of English teacher  
**Course duration:** Two semesters  
**Graduation credit:** English Language Arts; weighted  
**UC subject area satisfied:** b (English)

**Course Description**

This course follows the curriculum for American Literature in greater depth, with more complexity and novelty, and at an accelerated pace.

This course emphasizes skills and strategies for independent reading and analysis of, and writing about, 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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

All students enrolled in this class take a comprehensive written final examination required by the University of California in order to earn weighted credit. The purpose of the final exam is allow students to exhibit depth of knowledge and sustained mastery of the subject material.

**Basic Instructional Materials**

---

**AP Research 1,2 (HP) • 4738, 4739**

**Grade level:** 10–12  
**Prerequisites:** AP Seminar 1,2 (4720, 4721)  
**Course duration:** Two semesters  
**Graduation credit:** Elective; weighted  
**UC subject area satisfied:** g (college preparatory electives)

**Course Description**

AP Research is the second and final course in a series of two courses in the AP Capstone diploma program, an innovative College Board program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

In AP Research, students design and conduct a yearlong, research-based investigation on a topic, problem, or issue of individual interest, culminating in a 4,000- to 5,000-word Academic Paper and Oral Presentation and Defense.

**Basic Instructional Materials**

No adopted text. Schools choose from among available resources.
AP SEMINAR 1,2 (HP) • 4720, 4721
Grade level: 10–11
Prerequisites: None
Course duration: Two semesters
Graduation credit: Elective; weighted
UC subject area satisfied: g (college preparatory electives)

COURSE DESCRIPTION

Site-adopted Course. Approved for Mira Mesa and San Diego International Studies High Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

AP Seminar is the first course in a series of two courses in the AP Capstone diploma program, an innovative College Board program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

In this first year of the program, students examine in-depth two to four real-world issues or topics. They explore these through a cross-curricular lens, consider multiple points of view to develop a deep understanding of complex issues, and connect these issues to their own lives. Students evaluate source information and develop and effectively communicate a logical, fact-based point of view.

BASIC INSTRUCTIONAL MATERIALS
No adopted text. Schools choose from among available resources.

CONTEMPORARY VOICES IN LITERATURE 1,2 (P) • 1612, 1613
Grade level: 11–12
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts
UC subject area satisfied: b (English)

COURSE DESCRIPTION

In this course students explore issues presented by contemporary American and world writers from diverse cultural and ethnic backgrounds. Students write for various purposes including informational, argumentative, and research-based essays. Students will read a wide variety of literature, including short stories and novels as well as a wide range of informational texts. Students should work collaboratively with their peers discussing their analysis and ideas about texts and current issues. Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. The goals of instruction are to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and for authentic audiences.

BASIC INSTRUCTIONAL MATERIALS
Schools choose one title:
or

CREATIVE WRITING 1,2 • 1797, 1798
Grade level: 9–10
Prerequisites: Concurrent enrollment in grade-level English course
Course duration: Two semesters
Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for Hoover and San Diego SCPA High Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This introductory course in writing is a foundation course for the major in creative writing at the approved school site. Students in this course are introduced to the basic formats and structures of poetry, prose, and drama. They examine literary techniques employed by these writing forms, such as diction, imagery, detail, language, and syntax, and will learn how to use them effectively in their own writing. Students keep a writer’s notebook and submit a portfolio of their written work at the end of the year. This course requires a substantial amount of reading, and is designed to be taken in addition to, not instead of, the student’s regular English language arts course.

BASIC INSTRUCTIONAL MATERIALS
No adopted text. Each school chooses from available materials and resources.
CREATIVE WRITING 3,4 (P) • 1783, 1784
Grade level: 10–12
Prerequisites: Creative Writing 1,2; concurrent enrollment in grade-level English course
Course duration: Two semesters
Graduation credit: Elective
UC subject area satisfied: g (college preparatory electives)

Course Description
Site-adopted Course. Approved for San Diego SCPA High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This second-year course in creative writing focuses on the forms and structures of fiction and nonfiction prose. In the first semester, students explore the characteristic elements of fictional prose (e.g., character, narrative voice), and hone their own fiction-writing skills though intensive practice. In the second semester, students are introduced to the theories that govern nonfiction prose, examining the characteristics of rhetoric, voice, thesis construction and the organization of ideas. Students are required to keep a writer’s notebook and submit a portfolio of their written work at the end of the year. This course requires a substantial amount of reading and writing, and is designed to be taken in addition to, not instead of, a student’s regular grade-level English course.

Basic Instructional Materials
No adopted text. Each school chooses from available materials and resources.

CREATIVE WRITING 5,6 • 1853, 1854
Grade level: 10–12
Prerequisites: Creative Writing 3,4; concurrent enrollment in grade-level English course
Course duration: Two semesters
Graduation credit: Elective

Course Description
Site-adopted Course. Approved for San Diego SCPA High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is an intermediate course designed to develop students’ understanding of and skill in poetry and scriptwriting. Students read, analyze, and critique professional models of poems and film and stage scripts and the general format, structure, and techniques found in these forms of writing. In addition, students produce original pieces of poetry and scripts and “workshop” (i.e., read, analyze, discuss, and critique) students’ work in a group setting. Students build a portfolio of work to demonstrate their growth and development as writers in both forms.

Basic Instructional Materials
No adopted text. Each school chooses from available materials and resources.

CREATIVE WRITING 7,8 • 1998, 1999
Grade level: 12
Prerequisites: Creative Writing 5,6; concurrent enrollment in grade-level English course
Course duration: Two semesters
Graduation credit: Elective

Course Description
Pilot Course. Approved for San Diego SCPA High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is an advanced-level course designed for creative writing majors in grade 12. This capstone course, the final in a four-year series, develops students’ understanding of and skills in page layout and design for print and electronic publishing. It helps students hone their own writing skills through two in-depth author series, the creation of an anthology of student work, and editing other student and staff contributions.

Basic Instructional Materials
No adopted text. Each school chooses from available materials and resources.

ENGLISH 1,2 (P) • 1540, 1541
Grade level: 9
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts
UC subject area satisfied: b (English)

Course Description
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) or ELD 5,6 (1579,
1580). 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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

**Basic Instructional Materials**

*Literature*, Grade 9, McDougal Littell, 2009.


---

**ENGLISH 1,2 BLOCK (1552, 1553)**

**Grade level:** 9  
**Prerequisites:** None  
**Course duration:** Two-period, two-semester course  
**Graduation credit:** See note below  
**UC subject area satisfied:** b (English)

**COURSE DESCRIPTION**

*Note:* This block course combines the content of English 1,2 (1540, 1541) 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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

**Basic Instructional Materials**

*Literature*, Grade 9, McDougal Littell, 2009.

---

**ENGLISH 3,4 (P) • 1570, 1571**

**Grade level:** 10  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Graduation credit:** English Language Arts  
**UC subject area satisfied:** b (English)

**COURSE DESCRIPTION**

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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

**Basic Instructional Materials**


---

**ENGLISH 3,4 ADVANCED (P) • 1572, 1573**

**Grade level:** 10  
**Prerequisites:** Upper quartile in academic achievement (GPA) or recommendation of teacher  
**Course duration:** Two semesters  
**Graduation credit:** English Language Arts  
**UC subject area satisfied:** b (English)

**COURSE DESCRIPTION**

Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as
well as to question, interpret, analyze, extend, and evaluate others’ ideas. While similar to English 3,4, this course offers greater depth, complexity, novelty, and an accelerated pace for students who perform in the upper quartile in academic achievement or who have a teacher recommendation. The course meets the requirements for the Diploma with Academic Distinction.

**Basic Instructional Materials**

---

**English 3,4 Block (1554, 1555)**

**Grade Level:** 10  
**Prerequisites:** None  
**Course Duration:** Two-period, two-semester course  
**Graduation Credit:** See note below  
**UC Subject Area Satisfied:** b (English)

**Course Description**

**Note:** This block course combines the content of English 3,4 (1570, 1571) 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 integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

**Basic Instructional Materials**
*Literature, Grade 10, McDougal Littell, 2009.*

---

**English 3 HNRS 1,2 (HP) • 1380, 1381**

**Grade Level:** 10  
**Prerequisites:** ENG 1,2 “A”; ADV ENG 1,2 “B”, and/or teacher recommendation  
**Course Duration:** Two semesters, with one credit per semester  
**Graduation Credit:** English Language Arts  
**UC Subject Area Satisfied:** b (English)

**Course Description**

Students will develop an understanding and appreciation of literature and will grow in their abilities to respond to literature based on their own experiences. The writing process will be emphasized by the use of essay, research, and documentation as well as through creative writing. Students will proceed and move through all steps in the writing process. The following items will be refined and reinforced in their writing: research, spelling, grammar, and mechanics. Descriptive, evaluative, persuasive and informative essays will be developed by the students and creative and analytical thinking will be stressed.

**Basic Instructional Materials**

Unit readings and novels as assigned.

---

**English 9th/Literacy 9th Bridging • 1591**

**Grade Level:** 9  
**Prerequisites:** None  
**Course Duration:** Summer session  
**Graduation Credit:** Elective

**Course Description**

This is a two-hour-a-day summer school course designed for transitioning eighth-grade students who need additional support and practice in foundational literacy skills in preparation for taking English 1,2 (1540, 1541) in high school.

**Basic Instructional Materials**
No adopted text. Each school chooses from available materials and resources.

**ENGLISH HL1 IB 1,2 (HP) • 1735, 1736**

**Grade level:** 11  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Graduation credit:** English; weighted  
**UC subject area satisfied:** b (English)

**Course Description**

Site-adopted Course. Approved for Mission Bay and San Diego International Studies High Schools. This course is specific to the schools’ International Baccalaureate magnet programs and is not available to other sites.

This course comprises the first year of a two-year course in written and oral language that has literature as its focus of study. It prepares students for the International Baccalaureate (IB) Higher Level (HL) Language A: Literature exam.

In this first year of study, students concentrate on literary works in translation. They consider the role of culture and context in making sense of a work and through close reading of a variety of texts come to understand the extent to which literary works are a product of time and place.

This course fulfills the Group 1 (Language A) requirement for the International Baccalaureate (IB) Diploma.

**Basic Instructional Materials**

Texts for this course are prescribed by the International Baccalaureate Organization and site-selected from an IBO list of specified works and authors.

**ENGLISH LANGUAGE AND COMPOSITION 1,2 AP (HP) • 1655, 1656**

**Grade level:** 11–12  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Graduation credit:** English Language Arts; weighted  
**UC subject area satisfied:** b (English)

**Course Description**

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 genre conventions and the resources of language contribute to effective writing.

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.

**Basic Instructional Materials**

ENGLISH LITERATURE 1,2 (P) • 1641, 1642
Grade level: 12
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts
UC subject area satisfied: b (English)

COURSE DESCRIPTION
Students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles over the last 1,000 years.

Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, 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 genuine purposes, and to authentic audiences.

This course meets the requirements for the Diploma with Academic Distinction.

BASIC INSTRUCTIONAL MATERIALS

ENGLISH LITERATURE AND COMPOSITION 1,2 AP (HP) • 1498, 1499
Grade level: 11
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts; weighted
UC subject area satisfied: b (English)

COURSE DESCRIPTION
This Advanced Placement English course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays as well as possible creative writing.

The course prepares students for the Advanced Placement Examination in Literature and Composition. It also meets the requirements for the Diploma with Academic Distinction.

Site-adopted Course. Approved for Henry High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Note: This version of English Literature and Composition 1,2 AP emphasizes American literature and may be used to meet the high school graduation requirement in American literature. Advanced Placement English Literature and Composition 1,2 is an introductory college literature course. It emphasizes the close reading, discussion, and critical analysis of literature in English, and the cultivation of various forms of written responses to that literature.

The focus of this version of the course is on American literature, with attention also given to the styles, periods, and cultures that have been particularly influential to American authors, especially those from the European canon.

The course follows the curriculum outlined in the AP English Literature and Composition course description with the goal of preparing students for the corresponding AP exam. More important, the course is designed to help students deepen their understanding and appreciation of literature, both as an art form and as a mirror that reflects our greater cultural values.
**Basic Instructional Materials**


---

**ERWC (Expository Reading and Writing) 1,2 (P) • 1698,1699**

Grade level: 12

Prerequisites: Score of EAP Achievement Level 3 (Standard Met) on the English portion of the grade 11 Smarter Balanced Assessment Consortium (SBAC) test.

Course duration: Two semesters

Graduation credit: English Language Arts

UC subject area satisfied: b (English)

---

**Course Description**

Note: ERWC has been developed by the California State University and requires teachers to be specially trained and certified through the County of San Diego.

This course is for college-bound seniors with an EAP status of “conditionally ready” based on the results of their grade 11 SBAC tests in English.

The goal of the CSU Expository Reading and Writing (ERWC) course is to prepare college-bound students for the literacy demands of higher education. Students are expected to increase their awareness of rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and to provide lengthy, independently written responses.

Students who earn a grade of C or better in this course and who have an EAP status of “conditionally ready” will be considered remediated and will no longer need to take the CSU English placement test (EPT) or remedial English courses once enrolled in the CSU system.

**Basic Instructional Materials**

Teachers are provided with instructional materials for this course during their mandatory training.

---

**Journalism 1,2 (P) • 1960, 1961**

Grade level: 9–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Elective

UC subject area satisfied: g (college preparatory electives)

---

**Course Description**

This course introduces students to the basic techniques and skills of journalistic writing and prepares them to contribute to school publications. Students also explore the meaning of freedom of the press and how other freedoms depend on an informed citizenry.

**Basic Instructional Materials**


---

**Journalism 3,4 • 1962, 1963**

Grade level: 10–12

Prerequisites: Journalism 1,2

Course duration: Two semesters

Graduation credit: Elective

---

**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 students function as a staff, producing the official school newspaper. Students not involved in the daily production of the paper work on longer-term journalism projects. Production assignments are flexible in order to provide students with a range of appropriate experiences.

**Basic Instructional Materials**


---

**Journalism 5,6 • 1964, 1965**

Grade level: 11–12

Prerequisites: Journalism 3,4

Course duration: Two semesters

Graduation credit: Elective; may be repeated for credit

---

**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 advertisers, editing, and meeting the full range of responsibilities required in producing a regularly scheduled publication.

**Basic Instructional Materials**


---

**Literacy Advancement Academy 1,2 • 1682, 1683**

*Grade level:* 9  
*Prerequisites:* None  
*Course duration:* One or two semesters  
*Graduation credit:* Elective

**Course Description**

Literacy Advancement Academy 1,2 is a one- or two-semester elective support course for students who are performing below or significantly below grade level in their regular ninth-grade 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 a variety of types of texts. Students also develop their abilities to write, revise, and publish narrative, argumentative, and informational texts.

**Basic Instructional Materials**

*Literature*, Grade 9, McDougal Littell, 2009.

---

**Literacy Advancement Academy 3,4 • 1684, 1685**

*Grade level:* 10  
*Prerequisites:* None  
*Course duration:* One or two semesters  
*Graduation credit:* Elective

**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.

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. It also provides explicit instruction in strategies for success in high school content-area reading and writing. Students analyze increasingly complex literature and informational texts, with an increasing rate of independence. They also further develop their abilities to write (and revise and publish) in a variety of genres.

**Basic Instructional Materials**

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

---

**Publications (Yearbook) 9th–12th • 8421**

*Grade level:* 9–12  
*Prerequisites:* Local option  
*Course duration:* One or two semesters; may be repeated for credit  
*Graduation credit:* Practical Arts

**Course Description**

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

**Basic Instructional Materials**

None.

---

**Public Speaking 1,2 • 1415, 1416**

*Grade level:* 9–12  
*Prerequisites:* None  
*Course duration:* Two semesters  
*Graduation credit:* Elective
Course Description
This course in speaking and listening integrates 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 Instructional Materials

Public Speaking 3,4 • 1417, 1418
Grade level: 10–12
Prerequisites: Public Speaking 1,2
Course duration: Two semesters
Graduation credit: Elective

Course Description
This course is directed primarily toward platform speaking. Laboratory experiences are provided through speech and debate competitions. 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 Instructional Materials

Public Speaking 5,6 (P) • 1419, 1420
Grade level: 11–12
Prerequisites: Public Speaking 3,4
Course duration: Two semesters
Graduation credit: Elective
UC subject area satisfied: g (college preparatory electives)

Course Description
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 Instructional Materials

World Literature 1,2 (P) • 1705, 1706
Grade level: 11–12
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts
UC subject area satisfied: b (English)

Course Description
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 Instructional Materials

 Writers’ Workshop 1,2 (P) • 1745, 1746
Grade level: 11–12
Prerequisites: None
Course duration: Two semesters
Graduation credit: English Language Arts
UC subject area satisfied: b (English)

Course Description
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 Instructional Materials**
Choice of one title:

*or*

**Writers’ Workshop 3,4 • 1747, 1748**

Grade level: 11–12

Prerequisites: Concurrent enrollment in Writers’ Workshop 1,2

Course duration: Two semesters

Graduation credit: Elective

**Course Description**

*Site-adopted Course.* Approved for University City High School and the schools of the Kearny Educational Complex. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This enrichment course is taught in addition to, not instead of, a student’s regular grade-level English course. It is offered concurrently with Writers’ Workshop 1,2 (1745, 1746) and expands on concepts taught in that course. The course provides students with additional practice and instruction in various forms of writing, including fiction and nonfiction. The purpose of the course is to raise students’ levels of critical thinking while introducing them to more complex writing techniques.

**Basic Instructional Materials**
The same single text chosen for Writers’ Workshop 1,2, above.