All English learners (ELs) enrolled in the district must receive English language development (ELD) in addition to access to the core curriculum. The district’s ELD course sequence is designed to provide integrated and designated instruction to promote high levels of English language proficiency in the domains of listening, speaking, reading, and writing, and to foster the development of both academic language skills and social communication. ELD instruction supports students as they progress through the three levels of English language proficiency: emerging, expanding, and bridging.

**General Goals and Outcomes**

The ELD curriculum has been designed to:
- Provide students with a firm base in English through the development of listening, speaking, reading, and writing skills.
- Develop students’ competence in English to achieve academically in all content areas.
- Promote understanding, respect, and appreciation for the traditions and values of the United States.
- Provide exposure to and affirmation of the multicultural nature of the United States.

**Approaches to Assessment**

Assessment for articulation and placement of English learners is accomplished through the use of language assessment instruments for oral language, reading, and writing.

**English Language Development Standards**

The State Board of Education formally adopted in 2012, the California English Language Development Standards: Kindergarten through Grade Twelve (CA ELD Standards) and in 2014, the English Language Arts/English Language Development Framework for California Schools: Kindergarten through Grade Twelve (ELA/ELD Framework), which addresses the language needs of every student in California and provides guidance to prepare students for college and careers in the twenty-first century. The latest version of the state’s ELD Standards 2012 and the ELA/ELD Framework 2014 are available at:

[www.cde.ca.gov/sp/el/er/eldstandards.asp](http://www.cde.ca.gov/sp/el/er/eldstandards.asp)

**Contents**

This section is divided into the following subjections:
- Elementary ELD course of study, p. ELD-2
- Middle-level ELD courses (grades 5–8), arranged alphabetically, p. ELD-4
- Senior high ELD courses (grades 9–12), arranged alphabetically, p. ELD-7
Elementary (TK–6) Course of Study

In the elementary grades, Integrated ELD is embedded in all lessons conducted in English and incorporated through differentiated instructional practices within the content areas. In addition, for a portion of the day students participate in Designated English Language Development (Designated ELD), which targets each student’s language proficiency level. This Designated ELD time generally occurs as an extension of the literacy block and it is directly linked to the topics and content of literacy and other content-area lessons.

The Designated ELD program is designed to lead and guide students through the levels of English language proficiency: emerging, expanding, bridging. Students are expected to progress through one or more levels every year.

The chart below identifies the basic texts, supplemental resources, and assessment indicators used in the ELD course of study for grades TK–6.

<table>
<thead>
<tr>
<th>Basic Texts, TK–6</th>
<th>Supplemental Resources, TK–6</th>
<th>Assessment Instruments, TK–6</th>
</tr>
</thead>
</table>

5–12 (Secondary) Course of Study

The new English language proficiency assessment for California is the English Language Proficiency Assessments for California (ELPAC). Below is a chart which provides the proficiency level descriptors and general levels for the Initial ELPAC and Summative ELPAC.

In the secondary-level grades, English learners are assessed to determine their levels of English language proficiency and placed in ELD courses designed to help them develop full proficiency in English. Students are placed in one of the following four categories of courses:

- **Newcomer:** These courses provide a comprehensive curriculum for new arrivals. These courses provide accelerated support in foundational literacy skills. At least 8 schools in San Diego Unified offered specialized programs for students who are new to English and/or new to schooling or have had extremely interrupted schooling.

- **English Language Development (ELD) Sequence:** For students at the earlier stages of English proficiency (Initial ELPAC novice or intermediate and Summative ELPAC minimally developed, somewhat developed, or moderately developed).

- **English Language Arts (ELA) Sequence:** For students who are at the later stages of English proficiency (Summative ELPAC moderately developed or well developed).

- **Academic Language Development (ALD):** Enrollment in these courses is limited to long-term English learners (students who have been enrolled in the system for five or more years) who are performing below grade-level expectations on standardized tests and who have not demonstrated proficiency on the
Summative ELPAC. Concurrent enrollment in the student’s grade-level English Language Arts course is required.

<table>
<thead>
<tr>
<th>English Language Proficiency Assessment</th>
<th>Initial ELPAC</th>
<th>Summative ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level Descriptors</td>
<td>Minimally developed</td>
<td>Somewhat developed to moderately developed</td>
</tr>
<tr>
<td></td>
<td>Minimally developed</td>
<td>Somewhat developed</td>
</tr>
<tr>
<td>General Performance Levels</td>
<td>Novice</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

Course Sequence, Grades 5–12

<table>
<thead>
<tr>
<th>Middle School Sequence</th>
<th>High School Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcomer Courses</td>
<td>Newcomer Courses [earn elective credit]</td>
</tr>
<tr>
<td>ELD Level 1 5th–8th (1607); two-period block</td>
<td>ELD 1,2 (1575,1576)</td>
</tr>
<tr>
<td>—and— ELD Literacy Support 1 5th–8th (1611)</td>
<td>—and— ELD Literacy Support Newcomer (1582)</td>
</tr>
<tr>
<td>—and, for SIFE* students only— ELD SIFE Math 5th–8th (1788)</td>
<td>—and, for SIFE* students only— ELD SIFE Math 1,2 (1789, 1790)</td>
</tr>
<tr>
<td><strong>Note:</strong> All content areas must provide Integrated ELD.</td>
<td><strong>Note:</strong> All content areas must provide Integrated ELD.</td>
</tr>
<tr>
<td>ELD Sequence</td>
<td>ELD Sequence</td>
</tr>
<tr>
<td>ELD Level 1 5th–8th (1607); two-period block</td>
<td>ELD 1,2 (1575, 1576) and ELD Literacy 1,2 (1992, 1993)</td>
</tr>
<tr>
<td>—and— ELD Literacy Support 1 5th–8th (1611)</td>
<td>—or— ELD Literacy Block 1,2 (1621, 1622)</td>
</tr>
<tr>
<td>ELD Level 2 5th–8th (1608); single-period class</td>
<td>(These courses earn elective credit.)</td>
</tr>
<tr>
<td>—and— ELD Literacy Support 2 5th–8th (1539)</td>
<td>ELD 3,4 (1577, 1578) and ELD Literacy 3,4 (1994,1995)</td>
</tr>
<tr>
<td>ELD Level 3 5th–8th (1609); single-period class</td>
<td>—or— ELD Literacy Block 3,4 (1623, 1624)</td>
</tr>
<tr>
<td>—and— ELD Literacy Support 3 5th–8th (1660)</td>
<td>(These courses earn elective credit.)</td>
</tr>
<tr>
<td><strong>Note:</strong> All content areas must provide Integrated ELD.</td>
<td>ELD 5,6 (1579,1580) (earns ELA credit)</td>
</tr>
<tr>
<td>—and— ELD Literacy 5,6 (1996,1997) (earns elective credit)</td>
<td>—or— Public Speaking 1,2 (1415,1416) (earns elective credit)</td>
</tr>
<tr>
<td><strong>Note:</strong> All content areas must provide Integrated ELD.</td>
<td>cont.</td>
</tr>
</tbody>
</table>
# Course Sequence, Grades 5–12 (cont.)

<table>
<thead>
<tr>
<th>Middle School Sequence</th>
<th>High School Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Sequence†</strong></td>
<td><strong>ELA Sequence† [earns ELA credit]</strong></td>
</tr>
<tr>
<td>Grade 6</td>
<td>Grade 9</td>
</tr>
<tr>
<td>English 6th (1708) or</td>
<td>English 1,2 (1540, 1541) or</td>
</tr>
<tr>
<td>English 6th/Literacy 6th (1550) or</td>
<td>English 1,2 Block (1552, 1553) — plus, support class if needed:</td>
</tr>
<tr>
<td>English 6th/Literacy 6th Block (1542) — plus, support class if needed:</td>
<td>Literacy Advancement Academy 1,2 (1682,1683)</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Grade 10</td>
</tr>
<tr>
<td>English 7th (1501) or</td>
<td>English 3,4 (1570, 1571) or</td>
</tr>
<tr>
<td>English 7th/Literacy 7th (1551) or</td>
<td>English 3,4 Block (1554, 1555) or</td>
</tr>
<tr>
<td>English 7th/Literacy 7th Block (1543) — plus, support class if needed:</td>
<td>English 3,4 Advanced (1572,1573) — plus, support class if needed:</td>
</tr>
<tr>
<td></td>
<td>Literacy Advancement Academy 3,4 (1684,1685)</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Grade 11</td>
</tr>
<tr>
<td>English 8th (1520) or</td>
<td>American Literature 1,2 (1583, 1584) or</td>
</tr>
<tr>
<td>English 8th/Literacy 8th (1559) or</td>
<td>American Literature 1,2 Block (1615, 1616) or</td>
</tr>
<tr>
<td>English 8th/Literacy 8th Block (1544) — plus, support class if needed:</td>
<td>American Literature 1,2 Honors (1589, 1590)</td>
</tr>
<tr>
<td></td>
<td>Literacy Advancement Academy 7th (1599)</td>
</tr>
<tr>
<td><strong>Note:</strong> All content areas must provide Integrated ELD.</td>
<td><strong>Notes:</strong> All content areas must provide Integrated ELD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALD Courses</th>
<th>ALD Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Language Development 6th–8th (1729) (This course earns elective credit)</td>
<td>Academic Language Development 1,2 (1737, 1738) (This course earns elective credit)</td>
</tr>
</tbody>
</table>

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**ACADEMIC LANGUAGE DEVELOPMENT 6TH–8TH • 1729**

**Grade level:** 6–8  
**Prerequisites:** None  
**Course duration:** One period, two-semester course  
**Note:** Enrollment in this course is limited to long-term English learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of instruction. Skills and strategies will be employed to jump-start the language development of students, such as emphasizing oral language to build background and vocabulary. This course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills.  

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2018–2019
**Basic Instructional Materials**


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**ELD Level 1 5th–8th • 1607**

**Grade level:** 5–8  
**Prerequisites:** Enrollment in a district school one year or less and/or an Initial ELPAC performance level of novice.  
**Course duration:** Two-period, two-semester course

**Course Description**

ELD Level 1 5th–8th is a two-period course that provides a balanced approach to English language development, using communication-based, content-based, and literature-based lessons. Reading and writing activities are designed to help students develop literacy skills and are incorporated daily. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. These strategies, as well as shared and modeled reading and writing and encouraging students’ use of primary language, are used to develop literacy skills. Daily practice through collaborative interaction is a necessary component of this course as well. Course content is based on the state-adopted ELD Standards 2012 at the emerging proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**Basic Instructional Materials**


**Supplemental Resources**

Leveled texts.

Dorta-Duque de Reyes, Benchmark Advanced English Language Development Grade 6.


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**ELD Level 2 5th–8th • 1608**

**Grade level:** 5–8  
**Prerequisites:** Enrollment in a district school one to two and a half years and/or an Initial ELPAC performance level of novice or intermediate, or Summative ELPAC performance level of minimally developed or somewhat developed.  
**Course duration:** One-period, two-semester course

**Course Description**

This one-period course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. In this course, students begin to understand information in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards 2012 at the emerging/expanding proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**Basic Instructional Materials**


**Supplemental Resources**

Leveled texts.


Dorta-Duque de Reyes, Benchmark Advanced English Language Development Grade 6.


**ELD LEVEL 3 5TH–8TH • 1609**

**Grade level:** 5–8

**Prerequisites:** Enrollment in a district school 2 to 3 years and/or an Initial ELPAC performance level of intermediate or Summative ELPAC performance level of somewhat developed or moderately developed.

**Course duration:** One-period, two-semester course

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**COURSE DESCRIPTION**

This one-period course continues the development of listening, speaking, reading, and writing skills in English, with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the mainstream English courses by helping them develop appropriate academic language and content knowledge. Course content is based on the state-adopted ELD Standards 2012 at the expanding proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**BASIC INSTRUCTIONAL MATERIALS**


**SUPPLEMENTAL RESOURCES**

Leveled texts.


Dorta-Duque de Reyes, *Benchmark Advanced English Language Development* Grade 6.


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**ELD LITERACY SUPPORT 1 5th–8th • 1611**

**ELD LITERACY SUPPORT 2 5th–8th • 1539**

**ELD LITERACY SUPPORT 3 5th–8th • 1660**

**Grade level:** 5–8

**Prerequisites:** ELD Literacy Support 1: Enrollment in a U.S. school one year or less; parent approval; an Initial ELPAC performance level of novice. ELD Literacy Support 2: Enrollment in a U.S. school one to two years; parent approval; an Initial ELPAC performance level of novice or intermediate or Summative ELPAC performance level of minimally developed or somewhat developed. ELD Literacy Support 3: Enrollment in a U.S. school two to three years; parent approval; an Initial ELPAC performance level of intermediate and Summative ELPAC performance level of somewhat developed or moderately developed

**Course duration:** One-period, one-semester courses; may be repeated for credit

**Note:** Concurrent enrollment in the student’s English Language Development course is required

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**COURSE DESCRIPTION**

These support classes are designed for the non-English-proficient secondary student or the student whose education has been interrupted. The classes provide an introduction to and intensive practice in English and the development of basic literacy skills. They also serve to introduce the basics of other academic disciplines and to orient students to the United States’ school system and make them feel welcomed in our multicultural society. Course content addresses the state-adopted CA ELD Standards 2012 in tandem with the CA ELA/ELD Framework 2014. These classes support ELD Level 1, 2, and 3 courses.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**BASIC INSTRUCTIONAL MATERIALS**


**SUPPLEMENTAL RESOURCES**

Leveled texts.


**ELD SIFE MATH 5TH–8TH • 1788**

Grade level: 5–8  
**Prerequisites:** Enrollment in a U.S. school for less than one year; parent approval; an Initial ELPAC performance level of novice.  
**Course duration:** One-period, two semesters; may be repeated for credit  
**Note:** Some students with higher levels of literacy and schooling in their primary language may stay only one semester.

**Course Description**  
This course is designed for middle school students, who are new to the country, whose responses to the home language survey indicate they speak a language other than English, and who score at the novice performance level on the Initial ELPAC and have been identified as Students with Interrupted Formal Education (SIFE). Students typically remain in the newcomer program for two semesters, but those who make sufficient progress may remain for only one semester.

**Basic Instructional Materials**  

The following **high school level** course descriptions are arranged alphabetically. Refer to the chart on page ELD-3 for guidance.

**ACADEMIC LANGUAGE DEVELOPMENT 1,2 • 1737, 1738**

Grade level: 9–12  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Graduation credit:** Elective; may be repeated for credit  
**Note:** Enrollment in this course is limited to long-term English learners (students who have been enrolled in the system for five or more years) who are performing at below grade-level expectations on standardized tests and who have a Summative ELPAC performance level of somewhat developed, moderately developed, or well developed. Concurrent enrollment in the student’s grade-level English Language Arts course is required. Schools wishing to offer this course must contact the Office of Language Acquisition for support and required professional development for the instructor.

**Course Description**  
This course targets the linguistic and academic needs of long-term English learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of instruction. Skills and strategies will be employed to jump start the language development of students, such as emphasizing oral language to build background and vocabulary. The course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills.

**Basic Instructional Materials**  

**ELD 1-2 • 1575, 1576**

**ELD 1-2 LITERACY SUPPORT • 1992, 1993**

**ELD 1-2 LITERACY BLOCK • 1621, 1622**

Grade level: 9–12  
**Prerequisites:** Less than one year enrollment in U.S. schools and an Initial ELPAC performance level of novice.  
**Course duration:** One-period, yearlong course or two-period, yearlong course.  
**Graduation credit:** Elective

**Course Description**  
ELD 1-2, ELD Literacy Support, and ELD Literacy Block provide a balanced approach to English language development, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students’ own oral language to develop their literacy skills. Course
content is based on the state-adopted ELD Standards 2012 at the emerging proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**Basic Instructional Materials**


**Supplemental Resources**

Leveled texts.


Goodall, *ELD Links,* Lingual Learning, 2015.


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**ELD 3-4 • 1577, 1578**

**ELD 3-4 Literacy Support • 1994, 1995**

**ELD 3-4 Literacy Block • 1623, 1624**

Grade level: 9–12

**Prerequisites:** Enrollment in U.S. schools for two and a half years and an Initial ELPAC performance level of novice or intermediate or Summative ELPAC performance level of minimally developed or somewhat developed.

**Course duration:** One-period, yearlong course or two-period, yearlong course.

**Graduation credit:** Elective

**Course Description**

This course continues the development of listening, speaking, reading, and writing skills in English with emphasis on the reading and writing processes. In this course, students begin to understand and use language and information in a wide range of situations. Control of basic grammar is evident but may be inconsistent. Reading and writing activities reflect and extend the level of oral English development of students, and the content extends their English language experiences. The reading of content-area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state adopted ELD Standards 2012 at the emerging/expanding proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**Basic Instructional Materials**

Champion—Blue Level, Ballard & Tighe, 2007.


**Supplemental Resources**

Leveled texts.


Goodall, *ELD Links,* Lingual Learning, 2015.

National Geographic Learning EDGE: Level A, Cengage Learning.

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**ELD 5-6 (P) • 1579, 1580**

**ELD 5-6 Literacy Support • 1996, 1997**

Grade level: 9–12

**Prerequisites:** Enrollment in U.S. schools for 2 to 3 years and an Initial ELPAC performance level of intermediate and Summative ELPAC performance level of somewhat developed or moderately developed.

**Course duration:** One-period, yearlong course

**Graduation credit:** ELD 5-6 earns English Language Arts credit; ELD 5-6 Literacy Support earns Elective credit.

**UC subject area satisfied:** ELD 5-6 only, b (English)

**Course Description**

This course continues the development of listening, speaking, reading, and writing skills in English with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students
read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the Mainstream English Cluster (grade-level English courses) by helping them develop appropriate academic language and learning strategies. Course content is based on the state-adopted ELD Standards 2012 at the expanding proficiency level in tandem with the ELA/ELD Framework 2014.

Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

**Basic Instructional Materials**


**Supplemental Resources**

- Leveled texts.
- Goodall, ELD Links, Lingual Learning, 2015.
- National Geographic Learning EDGE: Level B Cengage Learning.

**ELD Literacy Support Newcomer 9th–12th • 1582**

**Grade level:** 9–12

**Prerequisites:** Enrollment in a U.S. school for less than one year; parent approval; an Initial ELPAC performance level of novice.

**Course duration:** One period, two semesters; some students with high levels of literacy and schooling in their primary language may stay only one semester.

**Graduation credit:** Elective

**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.

**Course Description**

This course is designed for high school students who are new to the country, whose responses to home language surveys indicate that they speak a language other than English, and who score at the novice performance level on the Initial ELPAC. Students typically remain in the newcomer program for two semesters, but those who make sufficient progress may remain for only one semester.

**Supplemental Resources**

RIGOR Level 1, Benchmark Education.

System 44, Scholastic.

**ELD SIFE Math 1,2 • 1789, 1790**

**Grade level:** 9–12

**Prerequisites:** Enrollment in a U.S. school for less than six months; parent approval; an Initial ELPAC performance level of novice and student has been identified as a student with interrupted formal education.

**Course duration:** One period, two semesters; some students with high levels of literacy and schooling in their primary language may stay only one semester.

**Graduation credit:** Elective

**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.

**Course Description**

This course is designed for high school students who are new to the country, whose responses to home language surveys indicate that they speak a language other than English, and who score at the novice performance level on the Initial ELPAC and have been identified as a student with interrupted formal education (SIFE). Students typically remain in the newcomer program for two semesters, but those who make sufficient progress may remain for only one.

**Supplemental Resources**


**ELD Foundations in Reading 1,2 • 1721, 1722**

**Grade level:** 9–12

**Prerequisites:** None

**Course duration:** Two semesters

**Graduation credit:** Elective

**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.
This foundational course is designed to develop the English-language reading abilities of limited English-proficient (LEP) students in ELD Literacy 1,2 courses by providing progressive instruction in phonics, vocabulary development, text features, and spelling.

**ELD FOUNDATIONS IN READING 3,4 • 1723, 1724**
**Grade level:** 9–12
**Prerequisites:** None
**Course duration:** Two semesters
**Graduation credit:** Elective
**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
This course continues instruction begun in ELD Foundations in Reading 1,2 and is designed to improve the reading skills of students enrolled in ELD 3,4 courses. Students in this course receive progressive instruction in syllabification, cueing systems, vocabulary development, and spelling.

**ELD FOUNDATIONS IN READING 5,6 • 1725, 1726**
**Grade level:** 9–12
**Prerequisites:** None
**Course duration:** Two semesters
**Graduation credit:** Elective
**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
This course continues instruction begun in ESL Foundations in Reading 3,4 and is designed to build up the reading skills of students enrolled in ELD 5,6 courses. Students in this course focus on advanced word study, context clues, and reading-comprehension strategies.

**ELD SOCIAL STUDIES 1,2 • 1711, 1712**
**Grade level:** 9–12
**Prerequisites:** None
**Course duration:** Two semesters

**ELD SOCIAL STUDIES 3,4 • 1713, 1714**
**Grade level:** 9–12
**Prerequisites:** None
**Course duration:** Two semesters
**Graduation credit:** Elective
**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
This course is intended to help ELD students meet the California state standards by giving them a background in world history and geography that will support their learning in future courses. Course content covers the period from early man through the ancient civilizations of Mesopotamia, Greece, Rome, and Egypt.

**ELD SOCIAL STUDIES 5,6 • 1715, 1716**
**Grade level:** 9–12
**Prerequisites:** None
**Course duration:** Two semesters
**Graduation credit:** Elective
**Note:** These courses are intended to be used as an extra support period for English Learners. These courses are NOT intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
This course is designed to provide ELD students with a background in cultural studies that will support their learning in future courses. Students are introduced to academic terms and vocabulary specific
to the subject areas of geography, history, sociology, political science and the arts. This course focuses on the transition of traditional societies in Latin America, Africa, and Southeast Asia to modern times.

**ELD WRITING DEVELOPMENT 1,2 • 1701, 1702**
Grade level: 9–10
Prerequisites: None
Course duration: Two semesters
Graduation credit: Elective
Note: These courses are intended to be used as an extra support period for English Learners. These courses are **NOT** intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
This course is designed to provide foundational support to ELD students at the beginning level of language proficiency. The course focuses on developing beginning writing skills and providing students with the academic language and vocabulary necessary to succeed in core classes. The goal of this course is to build students up to an early intermediate level of fluency and literacy in the English language. The course enables English learners who are on a 4 × 4 schedule at Hoover High School to be enrolled in an uninterrupted course of intensive English language acquisition to accelerate their learning and prepare them to meet high school graduation requirements.

**ELD WRITING DEVELOPMENT 3,4 • 1703, 1704**
Grade level: 9–10
Prerequisites: None
Course duration: Two semesters
Graduation credit: Elective
Note: These courses are intended to be used as an extra support period for English Learners. These courses are **NOT** intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
This course is designed to help advanced ELD students achieve greater fluency in English in preparation for entry into mainstream classes. The focus of the course is on improving writing and language arts skills, and acquiring academic vocabulary. Students in this course learn how to write responses to literature using the vocabulary of literary analysis, and how to construct detailed sentences and transitions. They also gain competency in the use of correct grammar.

**ELD WRITING DEVELOPMENT 5,6 • 1743, 1744**
Grade level: 9–12
Prerequisites: None
Course duration: Two semesters
Graduation credit: Elective
Note: These courses are intended to be used as an extra support period for English Learners. These courses are **NOT** intended to be used in lieu of the grade-level course.

**COURSE DESCRIPTION**
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