

Course Descriptions

English Language Arts

Courses Meeting English Graduation Credit

| COURSE | CODE | AHS | CHS | CAMS | JHS | LHS | MHS | PHS | RHSA | RHS | WHS | LBSA |
|---|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|------|
| English 1-2 | 1401 | • | • | | • | • | • | • | | • | • | |
| –English 1-2 Accelerated | 1403 | | • | • | • | | • | • | • | | • | |
| English 3-4 | 1408 | • | • | | • | • | • | • | • | • | • | |
| –English 3-4 Accelerated | 1407 | | • | • | • | | • | • | • | | • | |
| English 5-6 | 1410 | • | • | | • | • | • | • | • | | • | |
| –English 5-6 Honors | 1411 | | • | • | • | • | • | • | • | | • | |
| English 7-8 | 1412 | | • | | • | • | • | • | | • | • | |
| Bible as Literature | 1414 | | | | • | • | • | | | | • | |
| British Literature | 1415 | | | | | • | • | • | | | • | |
| –British Literature Accelerated | 1419 | | | | | | • | • | | | | |
| Comparative Literature of Western Civilization 1-2 | 1416 | | | | | • | | | | | | |
| –Comparative Literature of Western Civilization 1-2 Accelerated | 1418 | | | | | | • | • | | | | |
| Contemporary World Literature | 1420 | | | | | • | | | | | | |
| English Language and Composition (AP) | 1428 | • | • | | | • | • | • | | | • | |
| English Literature and Composition (AP) | 1413 | • | • | • | • | • | • | • | • | | • | |
| English IB HL1 | 1436 | | | | • | | | | | | | |
| English IB HL2 | 1437 | | | | • | | | | | | | |
| Film Analysis 1-2 | 1425 | | • | • | | • | • | • | | • | • | |
| Literature and Communications | 1426 | | | | | | • | | | | • | |
| Multicultural Literature | 1442 | | • | | • | • | • | | | • | • | |
| –Multicultural Literature Accelerated | 1448 | | | | | | | | | | | |
| Rhetoric and Composition | 1423 | • | • | | • | | • | • | • | • | • | |
| Women and Men in Literature | 1443 | | | | | | | | | | | |

Courses Meeting the English Elective Credits

| COURSE | CODE | AHS | CHS | CAMS | JHS | LHS | MHS | PHS | RHSA | RHS | WHS | LBSA |
|--|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|------|
| Advanced Elements of Expository Text | 1522 | | | | • | | | | | | | |
| Creative Writing 1-2 | 1451 | | • | | • | • | • | • | • | | • | |
| Creative Writing 3-4 | 1452 | | | | | | | • | | | • | |
| Elements of Journalism | 1459 | | • | • | • | | • | • | • | | | |
| Elements of Oral Communication | 1511 | | | | | | | | | | | |
| Forensics: Argumentation and Debate | 1515 | | • | | | | | | | | | |
| Introduction to Communication | 1517 | | | | | | | • | | | | |
| Introduction to Script Writing | 1432 | | | | | | | | • | | | |
| Journalism: Production and Management | 1461 | | | • | | | | • | • | | • | |
| Speech Communications: Analysis and Applications | 1513 | | | | | | | • | | | | |

Reading Intervention Courses Approved for English Elective Credit

| COURSE | CODE | AHS | CHS | CAMS | JHS | LHS | MHS | PHS | RHSA | RHS | WHS | LBSA |
|-------------------------|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|------|
| Fast Track 1-2 | 1440 | | • | | | | | | | | | |
| Fast Track 3-4 | 1441 | | | | | | | | | | | |
| Intervention LiPs VV SI | 1578 | | • | | • | • | • | • | | | | |
| Language I | 1597 | • | | | | | | | | | | |
| Language II | 1584 | | | | | • | • | | | | • | |
| Language III | 1586 | | | | | | | | | | | |
| Literacy Workshop 1-2 | 1595 | • | • | | | • | • | • | | | • | |
| Literacy Workshop 3-4 | 1581 | | • | | • | • | • | • | | • | • | |
| Reader's Theater | 1422 | | | | | | | | | | | |

● Course offered

AHS Avalon High School
 CHS Cabrillo High School
 CAM California Academy of Math & Science
 JHS David Starr Jordan High School
 LHS Lakewood High School
 LBSA Long Beach School for Adults

MHS Robert A. Millikan High School
 PHS Polytechnic High School
 RHSA Renaissance High School for the Arts
 RHS Will J. Reid High School
 WHS Woodrow Wilson Classical High School

Integrated Language Arts **** Courses do not meet NCAA or UC requirement.**

English 1-2 _____ **1401** **(**English 1-2 SDC** _____ **5415)**

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None

Students pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on non-fiction and informational texts. Writing activities are extensions of experiences developed through these interactions with texts, and students will use process writing activities in a variety of genres including persuasive, expository, narrative, and response to literature. Students also receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques. Emphasis will be placed on preparation for the successful completion of the state mandated California High School Exit Exam (CAHSEE), which is a requirement for high school graduation.

This course is required for high school graduation.

This course will meet the "b" entrance requirement for the University of California and California State University systems.

NCAA Approved

English 1-2 Accelerated _____ **1403**

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None

Students pursue a balanced, integrated program which is accelerated, enriched and differentiated and designed to prepare them for Advanced Placement courses. Students develop strategies to construct meaning and interact thoughtfully with all genres of literature, preparing them for college level work. Students write analytical, persuasive, interpretive, and reflective essays. Students also receive instruction in the conventions of written language and effective oral communication.

This course will meet the "b" entrance requirement for the University of California and the California State University systems.

NCAA Approved

English 3-4 _____ **1408** **(**English 3-4 SDC** _____ **5419)**

Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: English 1-2

Students will continue to pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct mean-

ing from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on informational texts. Writing activities are informed by interactions with texts, and students will continue to use writing process activities as they compose persuasive, expository, narrative, response to literature and research essays and papers. Students will also complete the first steps toward satisfying their Service Learning writing requirement. As well, students will continue to receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques. Emphasis will be placed on preparation for the successful completion of the state mandated California High School Exit Exam (CAHSEE), which is a requirement for high school graduation.

This course is required for high school graduation.

This course will meet the "b" entrance requirement for the University of California and California State University systems.

NCAA Approved

English 3-4 Accelerated _____ **1407**

Length of Course: 2 semesters
Grade Level Options: 10
Prerequisite: English 1-2

Students continue their pursuit of a balanced, integrated and challenging program of enriched literature and language study. Students develop strategies to construct meaning and interact thoughtfully with all genres of literature, preparing them for college level work. Students write analytical, persuasive, interpretive and reflective essays. Students also receive instruction on the conventions of written language and effective oral communication.

This course will meet the "b" entrance requirement for the University of California and the California State University systems.

NCAA Approved

English 5-6 _____ **1410** **(**English 5-6 SDC** _____ **5421)**

Length of Course: 2 semesters
Grade Level Options: 11
Prerequisite: English 3-4

Students will engage in a variety of standards-based academic and creative writing tasks which connect both fiction and non-fiction to their life experiences. Students will use writing process activities in a variety of genres: persuasive, expository, narrative, reflective and literary analysis. Students also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students engage in a close reading and exploration of themes found in American literature and the American experience through a balanced integrated program of non-fiction, literature and language study. Students read and respond to historically and/or culturally significant American fiction and non-fiction works tracing the development of American writing from the colonial period to present day. To maintain the Writing Standards Assessment Portfolio students will continue

to maintain their collection of works demonstrating growth in both conventions and rhetoric.

This course is required for high school graduation.

This course will meet the “b” entrance requirement for the University of California and California State University systems.

NCAA Approved

English 5-6 (Honors) _____ 1411

Length of Course: 2 semesters

Grade Level Options: 11

Prerequisite: English 3-4

Students explore themes found in American literature and the American experience through a balanced integrated program of literature and language study. Students read, discuss, reflect and write about works by major American authors. This honors course provides students with opportunities for expanded critical thinking, more complex texts covering challenging material and a range of writing experiences. Students are required to take a comprehensive final examination covering the year’s curriculum.

This course will meet the “b” entrance requirement for the University of California and California State University systems.

NCAA Approved

English 7-8 _____ 1412

(**English 7-8 SDC _____ 5624)

Length of Course: 2 semesters

Grade Level Options: 12

Prerequisite: Has not passed CAHSEE

Students engage in close reading of nonfiction and fiction texts as a catalyst to engage in intensive practice of the writing process. They will compose autobiographical/biographical narratives, persuasive essays, responses to literature, reflective essays as well as job and college applications and an academic resume. Students will continue to work on editing skills in order to reinforce the conventions of standard edited English. When possible, students will learn to use technology to support drafting, editing, and research skills.

This course will meet the “b” entrance requirement for the University of California and California State University systems.

NCAA Approved

English Language and Composition (AP) _____ 1428

Length of Course: 2 semesters

Grade Level Options: 11, 12

Prerequisite: English 5-6

The AP English Language and Composition course is designed to help students become 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 expecta-

tions, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

*Students who pass the AP exam have the opportunity to earn credit or advanced standing at **most** of the nation’s colleges and universities.*

This course will meet the “b” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

English IB HL 1 _____ 1436

Length of Course: 2 semesters

Grade Level Options: 11

Prerequisite: English 3-4 Accelerated

English IB HL I is an International Baccalaureate literature course which promotes oral and written communication skills, respect for the literary heritage of the student’s first language, while providing complimentary international perspectives through the study of World Literature. The course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. The course strives to enrich the international awareness of IB students and develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

This course will meet the “b” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

English IB HL 2 _____ 1437

Length of Course: 2 semesters

Grade Level Options: 12

Prerequisite: English 3-4 Accelerated

English IB HL II is an International Baccalaureate literature course which promotes oral and written communication skills, respect for the literary heritage of the student’s first language, while providing complimentary international perspectives through the study of World Literature. The course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. The course strives to enrich the international awareness of IB students and develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.

This course will meet the “b” or “g” entrance requirement for the University of California and California State University systems.

NCAA Approved

Literature

Bible as Literature 1-2 _____ 1414

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: None

Students will interpret Biblical allusions in literature by developing a firm foundation in Old and New Testament stories. Students will read the King James Version, which is recognized as one of the monuments of modern English literature, and do historical and comparative studies of the text. Students will use writing process activities in a variety of genres: persuasive, expository, narrative, reflective and literary analysis. Students also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students engage in a close reading and exploration of themes found in biblical literature through a balanced integrated program of non-fiction, literature and language study. Students read and analyze historically and/or culturally significant biblical stories tracing the development of American and British masterpieces in their light. To maintain the Writing Standards Assessment Portfolio students will continue to maintain their collection of works demonstrating growth in both conventions and rhetoric. Students will demonstrate their mastery of essential multi-media programs through Power Point peer teaching units and web-based research projects.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

British Literature 1-2 _____ 1415

British Literature 1-2 (Accelerated) _____ 1419

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: None

This survey of British literature introduces students to the creative written record of the ideas of English speaking people. As they study the works of major British writers, students more fully understand their country's heritage of freedom and belief in the worth of the individual. The course emphasizes application of language skills to reading, speaking, and writing assignments on a college-preparatory level. Literature study is chronological, beginning with the Anglo-Saxon period and continuing through the literature of contemporary Britain. Readings form the basis for a composition program which provides practice in writing critical papers about literary works and topics.

This course will meet the "b" or "g" entrance requirements for the University of California and California State University systems.

NCAA Approved

Comparative Literature of Western Civilization _____ 1416

Comparative Literature of Western Civilization 1-2 ACC _____ 1418

Length of Course: 2 semesters
Grade Level Options: 11, 12
Prerequisite: None

Through class discussion of the readings and through creative individual and group projects, students interpret great ideas of the Western world in the matrix of history and apply them to their own lives. The readings take in a wide spectrum of thought and interpretation, reaching from the ancient to the modern world.

This course will meet the "b" or "g" entrance requirement for the University of California and California State University systems.

NCAA Approved

English Literature/Composition (AP) _____ 1413

Length of Course: 2 semesters
Grade Level Options: 11-12
Prerequisite: English 5-6

Advanced Placement Literature and Composition is a college level course which 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. 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. The course includes intensive study of representative works from various genres and periods from the sixteenth to the twentieth century, concentrating on works of recognized literary merit. In addition to considering a work's literary artistry, students consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

*Students who pass the AP exam have the opportunity to earn credit or advanced standing at **most** of the nation's colleges and universities.*

This course will meet the "b" or "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Film Analysis 1-2 _____ 1425

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: English 1-2, 3-4 & 5-6

This course is designed to help college preparatory students understand the basic language of film, develop analytic skills, and explore the historical development of visual media. Students actively apply analytical skills used with literature to analyze films, viewing films actively, rather than as passive bystanders. The course ex-

plores the relationship of film to specific works of literature and the effectiveness of films as literature. Students will demonstrate proficiency in analysis of film through oral and written formats by writing and presenting comparisons of novels and stories to film adaptations, writing expository essays and responses to various essays about film, and writing reviews of films. Good writing skills and regular homework are required.

This course will meet the "b" or "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Literature and Communications

1426

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None

This course uses traditional and contemporary literature as the basis for integrating reading, writing, listening, and speaking skills. The literature includes core works, extended reading and recreational/motivational reading. In addition, the selected literature includes a variety of genres, such as novels, expository works, autobiographies, short stories, essays, drama, poetry and selections from current written media. A different theme is selected for each quarter based upon the core literature and extended literature. These themes and ideas are the basis for the contemporary writing and speaking assignments.

This course will meet the "b" or "g" entrance requirement for the University of California and the California State University Systems.

NCAA Approved

Multicultural Literature — 1442

Multicultural Literature ACC — 1448

Length of Course: 1-2 semesters
Grade Level Options: 11, 12
Prerequisite: None

Multicultural Literature provides students with an opportunity to come to some basic understanding of their own culture and the culture of others in order to promote more understanding of our multicultural society. Students will read and respond to diverse writers and genres reflecting contemporary America. They will compare and contrast attitudes, values, customs, and traditions expressed in these literary works, exploring what is universal for all cultures as well as the unique experiences of individual cultures. Students will analyze and discuss such themes as tolerance, prejudice, racism, etc. in a historical, contemporary, and political context. Each semester they will research a focus question about a culture of their choice (possibly a culture they identify with and one they want to know more about).

This course will meet the "b" or "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Rhetoric and Composition — 1423

Length of Course: 2 semesters
Grade Level Options: 12
Prerequisite: Has passed CAHSEE

This one-year rhetoric and composition course is for college bound seniors to enable them to read and write academic prose effectively and strategically and to increase their mastery of academic language. This rigorous course is built around in-depth studies of various expository, analytic, or argumentative writings on non-literary topics and the rhetorical analysis of lengthier non-fiction and fiction genres, such as autobiography, biography, novel, and drama. Pivotal to the curriculum is the deepening of students' critical reading, writing and thinking skills about both expository and literary prose with the emphasis on fostering their ability to argue and extend their understanding of complex material in writing. Students will be expected to engage in depth with diverse and challenging material in writing. In addition, they will be expected to increase their awareness and application of the techniques employed by authors. They will read closely to examine relationships between and 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. Assessment will be both oral and written.

This course will meet the "b" or "g" entrance requirement for the University of California and the California State University Systems.

NCAA Approved

Women and Men in Literature— 1443

Length of Course: 1 semester
Grade Level Options: 11, 12
Prerequisite: None

The course focuses on the portrayal of the roles—both traditional and contemporary—of men and women in society, as reflected in literature of all genres. Students use the literature studied as the basis for development and refinement of their listening, speaking, reading, and writing skills. Readings form the basis for a composition program which provides practice in writing critical papers about literary works and topics.

This course will meet the "b" or "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

LANGUAGE ARTS ELECTIVES

Advanced Journalism: Editing, Design & Management ————— 1464

Length of Course: 2 semesters
Grade Level Option: 10-12
Prerequisite: Elements of Journalism and English 1-2 with a grade of "B" or better, Advisor's Approval

Advanced Journalism: Editing, Design & Management is a two-semester course, combining the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use of state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

This course will meet the "g" entrance requirement for the University of California and California State University systems.

Advanced Elements of Expository Text ————— 1522

Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisite: Basic or proficient on the CST English Test

This course is designed to improve the reading skills of 9th grade students who test at or above grade level proficiency but struggle with comprehension of non-fiction text, including expository, biographical and functional text. Emphasis is on increasing students' reading comprehension strategies, reading vocabulary, and metacognitive strategies for reading informational text (non-fiction) with comprehension and fluency. A variety of genres and content area texts will be used to supplement the course text.

This course will meet the "b" and "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Creative Writing 1-2 ————— 1451

Length of Course: 1-2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: None

Students will implement the writing process to explore and create effective writing. Writing is viewed as a means of expression, a means of communication, and a highly intellectual activity. Each participant is a writer and an artist in a community of writers which serves as a sounding board, editor, audience, etc. Each writer will choose one genre on which to focus her/his primary body of work, through a series of instructor and student-generated exercises, each writer will explore a variety of other genres.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Creative Writing 3-4 ————— 1452

Length of Course: 1-2 semesters
Grade Level Options: 11, 12
Prerequisite: Creative Writing 1-2 and/or English 5-6 (Honors)

Students refine their literary skills through in-depth analysis of quality short stories, journalism, poetry, and drama, as they prepare and polish manuscripts suitable for submission for publication.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Elements of Journalism ————— 1459

Length of Course: 1-2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

The course includes a study of modern newspapers, the history of journalism in the United States, newspaper organization, analysis of news, the effects of propaganda, and news gathering and writing. In the second semester, students focus upon a study of the physical makeup of a newspaper and the production of a cub edition.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Elements of Oral Communication ————— 1511

Length of Course: 2 semesters
Grade Level Options: 9, 10, 11, 12
Prerequisite: None

This course provides skills in all aspects of speech communication that are essential in helping students prepare for success in the world of work, higher education and forensic competitions. Students study the fundamentals of and participate in various, real-life situations/projects within the following units of instruction: essential ele-

ments of communication; ethics in communication; speaking and listening; one to one-interpersonal communication; group discussion; public communication; mass communication: radio and television; argumentation and debate; interviewing; student congress/parliamentary procedure; and public speaking workshop. Students rehearse their proficiencies by performing/demonstrating for other classes, PTA, and local businesses and organizations. The students' presentations are critiqued/evaluated by other students, outside school audiences, and the teacher.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

Forensics: Argumentation/Debate 1515

Length of Course: 2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Previous Speech Communication course

This course is intended for students who are interested in learning the basic principles of argumentation and reasoning, including presentation skills, research skills, critical thinking and analysis, the nature of evidence and proofs, value debate, policy debate, and student congress. Students are expected to participate in debates and other exercises in argumentation and reasoning. In addition, students learn to critically analyze what they read, hear, see and write.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

Introduction to Communications 1517

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: Member of Poly's Communications Academy

This course is designed to help students develop all aspects of their communications skills with specific emphasis on Speech, Journalism, and Multimedia curriculum. Work will range from informative speeches and news reporting to desktop publishing and multimedia presentations.

NCAA Approved

Introduction to Scriptwriting 1432

Length of course: 2 Semesters
Grade Level Option: 9-10
Prerequisite: None

Introduction to Scriptwriting 1-2 will introduce students to writing for the stage, screen, and television. They will learn about the historical background of the theater and the "Golden Age" of television. Students will understand script structures and be able to adapt them to

stage, television, and the screen, utilizing correct English conventions. They will write and perform scenes for the stage, radio, and television. They will also write and perform a commercial. They will develop interviewing skills and apply interviewing techniques in a broadcast forum. Students will also investigate the possible career options in the media.

Journalism: Production/Management 1461

Length of Course: 1-2 semesters
Grade Level Options: 10, 11, 12
Prerequisite: Journalism 1-2

Students learn about newspaper production through publication of the school paper. The course offers instruction and practice in copy writing and editing; proofreading; writing of features stories, editorials, and human interest stories; critical reviews of plays, books, and motion pictures; headline writing; page makeup; and business management, including advertising.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

Speech Communication: Analysis & Application 1513

Length of Course: 1 semester
Grade Level Options: Open to recommended students who wish to participate in a workshop for Speakers Bureau participants.
Prerequisite: Elements of Oral Communication

This course includes in-depth instructional elements in oral communication. This course builds upon the essential elements of oral communication by preparing students for higher levels of analysis and discussion. This study focuses on interpersonal and public speaking, debate, group presentation, competitive speaking and alternative delivery styles. This course is designed to improve all aspects of students abilities to speak, read, write and listen.

This course will meet the "g" entrance requirement for the University of California and the California State University systems.

NCAA Approved

READING INTERVENTIONS

Fast Track 1-2 1440

Length of course: 2 Semesters
Grade Level Option: 9-12
Prerequisite: None

Fast Track 1 is a high school reading intervention course designed to improve the reading comprehension skills of high school students who have high decoding skills but who have not yet become grade-level readers. Emphasis is upon increasing students' reading comprehension strategies, application of flexible decoding

strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. This class is to be taken as a single block elective.

Fast Track 3-4 _____ **1441**

Length of course: 2 Semesters
Grade Level Option: 9-12
Prerequisite: None

Fast Track 2 is a high school reading intervention course designed to improve the reading comprehension skills of high school students who have high decoding skills but who have not yet become grade-level readers. Emphasis is upon increasing students' reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. This class is to be taken as a single block elective.

Intervention LiPS V V SI _____ **1578**

Length of Course: 2 semesters
Grade Level Options: 9-12
Prerequisite: None
Credits: 20 credits

This two period course addresses the needs of the most at risk adolescent students reading below a 4th - 5th grade level who have language processing problems which interfere with decoding the printed page and understanding what they read. Emphasis is on helping students acquire literacy by developing phonemic awareness, symbol imagery, and concept imagery using the Lindamood-Bell program (Lindamood Phoneme Sequencing (LiPS) program, Seeing Stars program, and Visualizing and Verbalizing program.)

Literacy Workshop 1-2 _____ **1595**

Length of Course: 2 semesters
Grade Level Options: 9
Prerequisite: None
Credits: 10

Literacy Workshop 1-2, a balanced literacy program emphasizing developmental reading instruction, is designed specifically for students at the Strategic Intervention level, who typically are without serious learning disabilities and are reading no more than two to three grades below their current grade level. Students enrolled in this course are typically reading between a mid 5th and end of 6th grade reading level of fiction and nonfiction text and score at the Below Basic level on the CST. Emphasis is upon increasing students' reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. Areas of focus are those critical to adolescent reading improvement: acquisition and practice of essential reading comprehen-

sion strategies; vocabulary development and reading fluency/speed.

Literacy Workshop 3-4 _____ **1581**

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: None
Credits: 10

Literacy Workshop 3-4, a balanced literacy program emphasizing developmental reading instruction, is designed specifically for students without serious learning disabilities who are reading two or more grades below their current grade level. Students enrolled in this course are typically reading between a mid 6th and end of 7th grade reading level of fiction and nonfiction text and score at the Below Basic level on the CST. Emphasis is upon increasing students' reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. Areas of focus are those critical to adolescent reading improvement: motivation, guided and independent reading, acquisition and practice of essential reading comprehension strategies.

LANGUAGE! I _____ **1597** **(Language! I SDC** _____ **5760)**

Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisite: Placement into Language! I is determined by scoring in Units 1-18 on any of the Language! subtests of the Placement Test.
Credits: 20

LANGUAGE! 1 is a language arts course designed for high school students who have difficulties in phonemic awareness, single word decoding, spelling, writing and literal comprehension, that usually reflect insufficient phonological processing. This course uses LANGUAGE!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is on building the foundations of phonemic awareness, vocabulary development, comprehension, text reading, and word recognition, while reading texts with readability levels of Primer-2.5 as measured by the Degrees of Reading Power (DRP). This course offers the flexibility of placement into an alternate LANGUAGE! course at the quarter or semester, based upon individual achievement of the student. Students who qualify at any unit of Level 1 will begin the course of study at Level 1 Unit 1.

All LANGUAGE! classes are double blocked with the same teacher.

LANGUAGE! II _____ **1584**
(Language! II SDC) _____ **5768)**

Length of Course: 2 semesters
Grade Level Options: 9-11
Prerequisite: Placement into Language! II is determined by scoring in Units 19-36 on any of the Language! subtests of the

Placement Test.

Credits: 20

LANGUAGE! II is a language arts course designed for students who have the foundations of reading in place and are beginning to decode and spell multi-syllabic words, expand and build upon literal and interpretive comprehension strategies and use various writing strategies to develop cohesive compositions. This course uses Language!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is upon expanding vocabulary development, spelling, comprehension, fluent text reading and word recognition, while reading texts with readability levels of 2.5-6.0 as measured by the Degrees of Reading Power (DRP). This course offers the flexibility of placement into an alternate Language! course at the quarter or semester, based upon individual performance of the student.

All LANGUAGE! classes are double blocked with the same teacher.

LANGUAGE! III _____ **1586**
(Language! III SDC) _____ **5763)**

Length of Course: 2 semesters
Grade Level Options: 10-12
Prerequisite: Completion of Language! I and/or Language! II. Placement is determined by scoring placement in Units 37-54 on all of the Language! subtests.

Credits: 20

LANGUAGE! III is a language arts course designed for students who have intermediate reading and writing skills but who are learning to apply higher order comprehension strategies (i.e., interpretive, analytical) to text, expand creativity and depth to well-written, cohesive compositions and who are learning to apply advanced spelling rules. This course uses LANGUAGE!, a sequential balanced literacy program emphasizing developmental reading instruction. Its emphasis is on developing advanced comprehension skills and composition, while reading texts with readability levels of 6.0-9.0, as measured by the Degrees of Reading Power (DRP). This course offers the flexibility of placement into an alternate LANGUAGE! course at the quarter or semester, based upon individual performance of the student.

All LANGUAGE! classes are double blocked with the same teacher.

Reader's Theater _____ **1422**

Length of course: 2 Semesters
Grade Level Option: 9
Prerequisite: None

Reading Development-Readers' Theater, a balanced literacy program emphasizing developmental reading instruction through performance-based activities is designed specifically for students without serious learning disabilities who are reading two or more grades below their current grade level. Students enrolled in this course are typically reading between a 4th and end of 6th grade reading level of fiction and nonfiction text and score at the Below Basic level on the CST. Emphasis is upon increasing students' reading comprehension strategies, reading vocabulary, increasing fluency, creative expression, improving both listening and speaking skills, and metacognitive strategies for reading both narrative and expository text with comprehension and fluency. Students also learn essential elements of literature such as character, plot, setting, and structure while practicing social and collaborative skills. Increased attendance, motivation, and achievement through the integration of the arts and academics is also anticipated. The U.S. Department of Education publication "Put Reading First" states: "Readers' Theatre provides readers with a legitimate reason to reread text and to practice fluency". It also improves sight-word vocabulary, reading comprehension, provides opportunities to interpret dialogue and communicate meaning, increases awareness and appreciation of plays as a form of literature (Carrick, 2000). Readers Theater helps develop appreciation for literature and drama and motivates students to read and write.