

ENGLISH COURSE DESCRIPTIONS

English 12 Advanced Placement (English Literature and Composition)

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 12, successful completion of English 11 AP

This is an advanced English course at college freshman level designed for the student working above grade level who is university bound. In addition to being an honors level course, it also prepares students to gain college credit through the Advanced Placement (AP) Exam. The AP English Literature and Composition Exam employs multiple-choice questions that test the student's critical reading of selected passages. But the exam also requires writing as a direct measure of the student's ability to read and interpret literature and to use other forms of discourse effectively. Course content is dictated by College Board's Advanced Placement requirements and by District and state standards which includes elements of British and world literature. The course includes intensive study of representative works from various genres and periods. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how the meaning is embodied in literary form. 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. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Writing is heavily emphasized, encompassing essays, research papers, the writing domains specified in the District Writing Portfolio, and especially the study of the artistic use of language of increasing complexity. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. The writing in this course involves extended discourse in which students develop an argument or present an analysis at length. To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. Other areas covered include vocabulary development, listening and speaking activities, and further improvement of library and research study skills.

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

Expository Reading and Writing Course (ERWC)

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 12

The Expository Reading and Writing Course (ERWC) is a California State University (CSU) designed full year college preparatory English course for high school seniors. The ERWC aligns with the California English Language Arts Content Standards, and addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares student to meet the expectations to fulfill "conditionally ready" status on the CSU's Early Assessment Program. Course assignments are based mainly on non-fiction texts, emphasize in depth study of expository, analytical, and argumentative reading and writing. The goal of the Expository

Reading and Writing Course is to prepare college bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies enforced 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 writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts.

English 11 Advanced Placement (English Language and Composition)

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 11, successful completion of English 10 Honors

AP English Language and Composition is an Advanced English course and an introductory college-level composition course designed for the student working above grade level who is university bound. In addition to being an above level course, it also prepares students to gain college credit through the Advanced Placement (AP) Exam. This course is designed to be equivalent to the introductory year of college composition course work. The AP Course Audit provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. The AP English Language and Composition Exam employs multiple-choice questions to test the students' skills in analyzing the rhetoric of prose passages. Students are also asked to write several essays to demonstrate the skills they have learned in the course. Course content is dictated by the College Board's Advanced Placement curricular requirements.

The AP English Language and Composition course promotes the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Students read and carefully analyze a broad and challenging range of prose selections, and develop their awareness of how language works. They learn to observe and analyze the words, patterns, and structures that create subtle effects of language. They learn to describe language, demonstrating working knowledge of parts of speech, structural patterns, and awareness of connotations and shades of meaning in context. Writing is heavily emphasized, encompassing essays, research papers, the writing domains specified in the District Writing portfolio, and especially the study of the artistic use of language of increasing complexity and the function(s) of rhetoric in composition. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the

decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. This course also emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Other areas covered include vocabulary development, listening and speaking activities, and further improvement of library and research study skills.

Expository Reading and Writing Course (ERWC) 11

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 11

Expository Reading and Writing Course (ERWC) is a rigorous, year-long college-preparatory English course designed to increase academic preparation of California’s diverse students for college-level reading and writing. The course meets UC/CSU ‘b’ English requirements. It is aligned with the most recent California Common Core State Standards for English Language Arts/English Language Development.

English 10 Honors

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 10

This is an English course designed to meet the needs of the student working above grade level. The emphasis is on the further development of writing ability in general, the development of analytical writing and the writing domains specified in the District Writing Portfolio, abstract and critical thinking, further study of literary genres, and an appreciation of literature. Mythology and a Shakespearean play are included as major content areas. Other things covered include vocabulary development, listening and speaking skills, and further improvement in the student’s library and research skills. This course is conducted at an accelerated level and is designed to prepare students for other English Honors and accelerated courses in grades 11th and 12th.

English 10 CP (College Prep)

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 10

This course is designed for all students and is grounded in the college and career readiness anchor standards meant to prepare all students for college and career. The course builds upon the foundational literacy development in reading, writing, speaking and listening. Students continue developing language and literacy skills through literature and informational texts. Analyses of literary genres include short story, poetry, novel, and drama. Students write for a variety of purposes such as analytical, reflective, autobiographical, observational and descriptive. Writing conventions and vocabulary development are addressed within the context of the writing process and the study of literature. Students can expect to participate in a variety of oral and listening activities along with oral presentations.

English 9 Honors

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 9

This is an English course designed to meet the needs of the student working above grade level. The emphasis is on the further development of writing ability in general, the introduction of analytical writing and the writing domains specified in the District Writing Portfolio, abstract and critical thinking, an introduction to literary genres, and an appreciation of literature. Mythology and a Shakespearean play are included as major content areas. Other things covered include vocabulary development, listening and speaking skills, and further improvement in the student's library and research skills. The course is conducted at an accelerated level and is designed to prepare students for other English Honors and accelerated courses in grades ten through twelve.

ENGLISH 9 CP (College Prep)

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 9

This course is designed for all students and is grounded in the college and career readiness anchor standards meant to prepare all students college and career. This course emphasizes literacy development through the instruction in reading, writing, speaking, listening, and language. Students are introduced to literature and informational texts along with paragraph and essay development. Short story and poetry elements are taught along with analysis of novels and drama. Students learn to produce writing and presents ideas using appropriate devices and structure for audience and purpose.

English 9 Intensive

UC/CSU: b

NCAA: yes

Placement Guidelines: Grades 9

English 9 Intensive is a comprehensive reading intervention course specifically designed to accelerate reading and academic achievement for students and provides them with an introduction to a rigorous English Language Arts curriculum. The purpose of the English 9 Intensive class is to raise students' reading levels to grade level. The course is designed to intensify instruction through increased instructional time strategically using technology and digital media to enhance students' reading, writing, speaking, listening, and language use. As students gain mastery, the literary content of this course exposes students to a wide range of increasingly more complex texts that scaffolds and accelerates them to independence with grade-level content. Based on modified modes of presentation, research-based instruction and materials, students have the ability to advocate for their own learning needs in this course.