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| **\*English I Through ESOL** | |
| **Course #** | 10023001,2 |
| **Grade Level** | 9 |
| **Length** | 1 year |
| **Prerequisite** | M/J Language Arts 3 Through ESOL |
| **Credit** | 1 |
| This course provides English instruction aligned to CCSS to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements and on using the writing process to produce paragraphs and papers of two or more paragraphs. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included. | |

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| **\*English II Through ESOL** | |
| **Course #** | 10023101,2 |
| **Grade Level** | 10 |
| **Length** | 1 year |
| **Prerequisite** | English I Through ESOL |
| **Credit** | 1 |
| This course provides English instruction aligned to CCSS to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices and themes, and on using the writing process to produce specific types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills and a study of mass media are also included. | |

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| **\*English III Through ESOL** | |
| **Course #** | 10023201,2 |
| **Grade Level** | 11 |
| **Length** | 1 year |
| **Prerequisite** | English II Through ESOL |
| **Credit** | 1 |
| This course provides English instruction aligned to CCSS to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American literature and on using the writing process to produce specified types of papers including literary analysis, the persuasive essay, and the brief research paper. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included. | |

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| **\*English IV Through ESOL** | |
| **Course #** | 10025201,2 |
| **Grade Level** | 12 |
| **Length** | 1 year |
| **Prerequisite** | English III Through ESOL |
| **Credit** | 1 |
| This course provides English instruction aligned to CCSS to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British literature and on using the writing process to produce specified types of papers including literary analysis, the persuasive essay, and the research paper. Speaking and listening skills, vocabulary skills, study skills, reference skills, and the study of the English language are also included. | |

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| **Developmental Language Arts Through ESOL** | |
| **Course #** | 10023801,2 |
| **Grade Level** | 9-12 |
| **Length** | 1 year |
| **Prerequisite** |  |
| **Credit** | Multiple Credits |
| The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on the acquisition of integrated English communication skills in a wide range of activities and content areas. | |
| **9-12 Developmental Language Arts-ESOL-READING** | |

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| **NOTE:** In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented. |

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| **NOTE:** *The R at the end of the course number indicates the course is being taught by an ESOL teacher endorsed or certified in reading.* |

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| **9-12 Developmental Language Arts ESOL - R (DEV LANG ARTS ESOL-R)** | |
| **Course #** | 1002380R |
| **Grade Level** | 9-12 |
| **Length** | 36 weeks |
| **Prerequisite** | None |
| **Credit** | Multiple Credit |
| The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance. The content should include, but not be limited to, the following: •reading instruction in phonemic awareness, phonics (advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student’s instructional goals will be specified in his/her Secondary Individual Literacy Improvement Plan •critical thinking, problem-solving, and test-taking skills and strategies  •reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text •integration of reading with student written responses to text •high frequency content area vocabulary  Course student performance standards must be adopted by the district, and they must reflect appropriate CCSS. | |

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| **Explanation of Symbols** | |
| **Symbol** | **Explanation** |
| **\*** | Course meets English graduation requirement. |