

English-Language Arts Courses

All English-Language Arts courses address the Creekside High School's Expected School Learning Results (ESLRs) with an emphasis on *Effective Communicators & Strategic Thinkers*.

English Essentials A

This course reviews and reinforces basic skills in reading and writing. It is recommended for students needing assistance in mastering high school graduation competencies in reading and writing. Activities in vocabulary development, usage, mechanics, reading comprehension, sentence structure, and paragraph development are emphasized.

Course Goals and Objectives

- ✓ Students determine word meaning from context.
- ✓ Students distinguish between literal and figurative meaning.
- ✓ Students distinguish between main idea and supporting ideas.
- ✓ Students discern the author's purpose.
- ✓ Students write summaries of written information.
- ✓ Students analyze and evaluate literature.
- ✓ Students write a paragraph using a topic sentence which is supported and developed by the other paragraph sentences.

English Essentials B

This course focuses on basic English skills and is recommended for students needing assistance in reading and writing with an emphasis on developing and reinforcing the skills necessary for students to pass the California High School Exit Exam (CAHSEE). Activities in vocabulary development, usage, mechanics, reading comprehension, sentence structure, and paragraph development are stressed.

Course Goals and Objectives

- ✓ Students expand vocabulary.
- ✓ Students distinguish between connotative and denotative meaning.
- ✓ Students acquire and implement test taking strategies.
- ✓ Students articulate responses to literature using critical thinking skills.
- ✓ Students identify different types of writing based on the author's purpose.
- ✓ Students implement the stages of the writing process.
- ✓ Students write multi-paragraph essays.
- ✓ Students complete job applications.
- ✓ Students expand and develop research skills integrating technology.

Intermediate English A/B

This course places primary emphasis on reviewing and refining those communication skills which are necessary for the proficient use of the English language. Along with composition, grammar, vocabulary, and spelling, students study the literary genres of nonfiction, drama, poetry, short stories, and novels. Students are encouraged to analyze and evaluate each form through writing and discussion.

Course Goals and Objectives

- ✓ Students identify literary components of nonfiction, drama, poetry, short stories, and novels.
- ✓ Students understand the structure of the paragraph and write multi-paragraph expository and analytical essays.
- ✓ Students utilize standards of English grammar in writing and speaking.
- ✓ Students increase working vocabulary.
- ✓ Students will demonstrate poise when speaking in front of small groups and contributing to class discussions.

*NOTE: This course is offered for identified Special Education students as Directed English A/B and is identical in content and taught by a certificated Special Education teacher.

English-Language Arts Courses

Advanced English A/B

This course offers more advanced work on composition, grammar, vocabulary, and spelling including a more sophisticated analysis of analysis of literature nonfiction, drama, poetry, short stories, and novels. Students are given practices in the following types of essay writing: literary analysis, sensory description, comparison/contrast, factual detail, and autobiography. Introductory and concluding paragraph techniques are covered in detail.

Course Goals and Objectives

- ✓ Students analyze literary themes as developed by characterization, setting, conflict, and points of view.
- ✓ Students utilize a more mature writing style in composing five paragraph essays of opinion, comparison/contrast, and analysis.
- ✓ Students use Standard English grammar in writing and speaking.
- ✓ Students use a more refined vocabulary.
- ✓ Students will demonstrate poise when speaking in front of small groups and contributing to class discussions.

*NOTE: This course is offered for identified Special Education students as Directed English A/B and is identical in content and taught by a certificated Special Education teacher.

Introduction to Shakespeare A/B

This course is designed for students to compare and contrast social issues of Shakespeare's times and those of today by studying the literature of William Shakespeare. Reading, analyzing, discussing and writing with particular emphasis placed on the individual's ability to apply critical concepts, and to understand and interpret literature.

Course Goals and Objectives

- ✓ Students learn the elements of Shakespeare's playwrights: drama, tragedy, humor, comedy, action and adventure.
- ✓ Students compare and contrast these elements and influence with contemporary literature.
- ✓ Students increase an understanding of others through analysis of the complexity of characters created by Shakespeare.
- ✓ Students use Shakespeare to breakdown ethnic and geographic barriers.
- ✓ Students develop the ability to think critically and analytically about Shakespearean literature.
- ✓ Students begin to appreciate stage interpretations of Shakespeare's dramatic works.
- ✓ Students gain a meaningful perspective of Shakespeare's works and life.
- ✓ Students develop a historical understanding of Elizabethan arts.
- ✓ Students gain an appreciation and enjoyment of literature theatre.

Note: See English-Language Arts Content Standards for California Public schools, Kindergarten through Grade Twelve for course Guidelines & Goals.

Applied Communications

Applied Communications was formed with the input of Irvine Valley Community College Tech Prep Consortium and concentrates on developing student interpersonal skills, especially as they relate to the workplace and real life. The course emphasizes strategies for improved reading and writing skills, including reading comprehension and textbook "walks", spelling, vocabulary development, grammar, mechanics, diction, analysis of literature, and composition.

Course Goals and Objectives

- ✓ Students compose memos, business letters, and resumes.
- ✓ Students exhibit poise and business-like demeanor in the handling of interpersonal relationships.
- ✓ Students demonstrate ability not only to follow directions accurately not only to follow.
- ✓ Students effectively explore ways to improve their job-site performance.
- ✓ Students employ appropriate language skills, both in speaking and in writing.
- ✓ Students apply themes in literature to real-life situations.
- ✓ Students investigate potential vocational opportunities.

Note: See English-Language Arts Content Standards for California Public schools, Kindergarten through Grade Twelve for course Guidelines & Goals.

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Senior Portfolio

The Senior Portfolio class is a Creekside High School graduation requirement and provides opportunity for students to develop a portfolio that focuses on high school transition to young adult life. The portfolio includes: Introduction (personalized background information, assessments, and etc.); Educational Background and Accomplishments (transcripts, awards, senior statement, and etc.); Academic Exhibitions (Expected Student Learning Results – ESLRs, technology skills, college transition information, and etc.); College & Career Development - Post-Secondary Opportunities (resume, cover letter, letters of recommendation, reference/contact information, and etc.); and Points of Light Youth Leadership Institute (community service participation).

Course Goals and Objectives

- ✓ Students create a five-part personalized portfolio.
- ✓ Students participate in an “exit interview” after completing all other graduation requirements with the Principal.
- ✓ Students implement programs and activities addressing personal, school, and community goals.
- ✓ Students develop altruistic/charitable endeavors.
- ✓ Students engage in problem solving, decision-making, and conflict resolution.
- ✓ Students identify critical qualities of leadership.
- ✓ Students engage in career assessment, research, and creation of a personal career plan.
- ✓ Students develop critical workplace/job interviewing skills and strategies.
- ✓ Students gain interpersonal management skills.

Note: See English-Language Arts Content Standards for California Public schools, Kindergarten through Grade Twelve for course Guidelines & Goals.