

ENGLISH

ENGLISH – 4 CREDITS REQUIRED FOR GRADUATION

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| 100 ENGLISH GRADE 9, Phase 1 | Level 1 | 1 credit |
| This is a challenging college preparatory course. In reading, the course emphasizes literary analysis rather than comprehension; in language, the course provides an intensive study of grammar, punctuation, and usage; in writing, students are encouraged to express themselves creatively while adhering to the conventions of correct form. | | |
| 101 ENGLISH GRADE 9, Phase 2, | Level 2 | 1 credit. |
| This course is designed for students of average ability who need some help in mechanics, writing, and reading. It provides students with writing exercises, grammar skills, vocabulary builders, spelling help and reading material. | | |
| 103 ENGLISH GRADE 9, Phase 3 | Level 3 | 1 credit. |
| This course is similar to phase 2, but designed for students who have more difficulty with spelling, reading comprehension and English mechanics. | | |
| 106 ENGLISH GRADE 10, Phase 1 | Level 1 | 1 credit. |
| This course is designed for the academically talented student to further develop mechanics, writing and reading. It will continue to challenge these students with advanced writing, grammar, vocabulary drills and reading. | | |
| 107 ENGLISH GRADE 10, Phase 2 | Level 2 | 1 credit. |
| This course is designed for students of average ability to further develop mechanics, writing and reading. It presents students with more advanced writing exercises, grammar drills, vocabulary builders, spelling help and reading materials. | | |
| 109 ENGLISH GRADE 10, Phase 3 | Level 3 | 1 credit. |
| This course is designed for students who have difficulty with spelling, reading, comprehension and English mechanics. | | |

ENGLISH ELECTIVES

Phase 1, level 1. Courses designed primarily for students who enjoy reading, who have little difficulty with the mechanics of writing, and who are looking forward to a more challenging experience in English.

Phase 2, level 2. Courses designed for students of average ability who may need some help in writing, but who enjoy reading about subjects that interest them.

Phase 3, level 3. Courses designed for students who have difficulties expressing themselves in writing and who are not particularly interested in reading.

IMPORTANT NOTE:

- **Students may not take elective courses unless they have successfully completed English 10.**
- **Students may not elect more than two half credits of elective courses in a school year. Exceptions will be considered by the administration, guidance, English department chair, and the teachers involved.**
- **Students must take at least one literature course per year. Exceptions will be considered by the English department chair and the teachers involved.**
- **All English programs are subject to the review and approval of the English department.**

105 READING WORKSHOP**Level 3****Grades 9****½ credit**

This course is designed to enhance student's ability to become an independent reader. The course focuses on improving reading comprehension by learning, applying, and practicing reading strategies suitable for their individual abilities and differing texts. Enrollment limited to 25.

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

111 AMERICAN REFLECTIONS**Level 2****Grades 10-12****½ credit**

(Paired with American Reflections/Social Studies). This course introduces the phase 2 and 3 student to American literary themes and their relationship to US history from 1865 to 1965. In addition to reading representative works from the literary canon (and less traditional works from outside the canon), students will write expository essays, improve basic language skills and develop their vocabulary. Enrollment limited to 25. (phase 2&3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

112 CRITICAL ANALYSIS OF THE WRITING PROCESS**Level 2****½ credit**

This writing course is designed for students who seriously want to improve their writing skills. It will enable a junior or senior to strengthen vocabulary skills, sentence structure and paragraph construction. Students will learn how to develop essays for a particular audience and how to handle forms and related materials. It is designed to bring the novice writer to a comfortable level of written expression in the work place or in the academic world. Enrollment limited to 15. (phase 2)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Develop skills for productive use of technology and information resources. |

113 ENGLISH MECHANICS**Level 2****½ credit**

This course is designed primarily for students who feel they need extra help with English syntax. The course will include a review of the fundamental rules of grammar, spelling and punctuation. Enrollment limited to 25. (phase 1,2,3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop problem-solving skills across content areas. |
| 3 Develop communication skills across content areas. |
| 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration. |

114 MEDIA ANALYSIS**Level 1****½ credit**

This course is a critical study of contemporary communications and mass media – television, radio, newspaper, advertising, music, film – their inter-relationships and contrasts as they influence the moral values and decisions in America and the world today. Students will read and analyze contemporary essays on each medium as well as learn and use the vocabulary that is related to mass media. Students will also be responsible for one independent and one group analysis project. Students will write argumentative essays analyzing the effects of mass media on our American life today. (phase 1&2) Enrollment limited to 25.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop communication skills across content areas.
- 3 Develop skills for productive use of technology and information resources.
- 4 Understand the role of arts in society.

115 MULTICULTURAL LITERATURE**Level 2****½ credit**

This course introduces the student to representative works from around the world. Students will examine cultural similarities and differences demonstrated in reading material from Europe, Africa, Asia, and Latin America. Each section of the course will provide insights about the connections between a region's literature and its culture. Enrollment limited to 25. (phase 2&3)

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop skills for productive use of technology and information resources.
- 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

116 MYTH & SYMBOLS**Level 1****½ credit**

A survey of the growth, development and importance of myth and symbol in literature. A background in world mythologies, legends and folk tales enable the student to appreciate the mythical allusions in contemporary literature. Enrollment limited to 25. (phase 1&2)

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop communication skills across content areas.
- 4 Understand the role of arts in society.

117 READING IMPROVEMENT**Level 3****½ credit**

This course develops those reading skills necessary to becoming a better reader. Stories and essays will be short. The course emphasizes basic reading skills (e.g. word attack, syllabication, context clues) and critical reading skills (e.g. identifying main idea, understanding sequence, making inferences). Students read a minimum of five novels appropriate to their reading level. Enrollment limited to 15. (phase 3)

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop communication skills across content areas.

118 RS - COLLEGE COMPOSITION**Level 1****½ credit**

This course is an individualized approach to writing descriptive, narrative and expository essays. Enrollment limited to 25

Student Learning Expectations

- 1 Develop critical thinking skills across the content areas.
- 2 Develop communication skills across content areas.
- 3 Develop skills for productive use of technology and information resources.
- 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

119 WRITING FOR THE VOCATIONAL STUDENT**Level 2****½ credit**

This course concentrates on patterns of writing that will be useful for students in various career and technical programs. Vocational writing emphasizes forms, instructions, letters, and reports. Enrollment limited to 15. (phase 2&3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Develop career, educational, and life planning skills. |

120 AMERICAN LITERATURE SURVEY H**Level 0****½ credit**

This course will provide students with a comprehensive background in American Literature from pre-colonial times to the contemporary novel. Students will read extensively and write frequently to assess the impact of American literature on its people. (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

121 INTRODUCTION TO LITERARY ANALYSIS**Levels 1,2,3 (TBD by contract)****½ credit**

This course is structured to help the student design an individualized reading program. The structure is designed by the following criteria: reading interest and ability, analytical skills and student motivation. Students write summaries, evaluate literature and keep daily records. Enrollment limited to 15 (Phase 1,2,3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

122 JOURNALISM**Level 1****½ credit**

This course emphasizes basic techniques of reporting as well as the analysis and criticism of mass communication today. Student's writing will be submitted to local media (e.g. radio stations, local newspapers). Enrollment limited to 15. (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

123 MEDIA ANALYSIS 2**Level 2****½ credit**

This course will cover the same material as Media Analysis, level 1, but will be geared to the interests and needs of the phase 2 and phase 3 student. Enrollment limited to 20.

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop communication skills across content areas. |
| 3 Develop skills for productive use of technology and information resources. |
| 4 Understand the role of arts in society. |

124 PHILOSOPHY AND LITERATURE H**Level 0****½ credit**

A thematic approach to literature emphasizing such basic philosophical issues as truth, beauty, goodness and commitment. Philosophers, poets, novelists and playwrights will be studied concurrently. The unit on Truth for example, includes works by Plato, Descartes, Chekhov, Faulkner and Hardy. (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

125 SHORT STORY**Level 2****½ credit**

This course includes the study of fast paced action stories as well as material related to science fiction, supernatural, mystery and fantasy. The course teaches students how to analyze the elements of the short story (e.g. plot, theme, characterization, mood) and encourages them to create short stories of their own. Enrollment limited to 25. (phase 2&3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Develop skills for productive use of technology and information resources. |

126 SHAKESPEARE & MEDIA**Level 2 & 3****½ credit**

Designed to introduce students of lower levels of reading and/or writing ability to the plays of William Shakespeare by studying Shakespeare's influence on American popular culture, particularly the medium of film. Students will study four to five Shakespearian plays by first watching modern films based on said plays in order to learn plot and characters, then through carefully guided reading of texts, and finally through watching staged or filmed productions of the plays. Enrollment limited to 15. (phase 2 & 3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop skills for productive use of technology and information resources. |
| 4 Understand the role of arts in society. |

127 CRITICAL ANALYSIS OF CHILDREN'S LITERATURE**Level 2****½ credit**

This course is designed to introduce high school students to the importance of reading in the child's early experience. There will be emphasis on oral as well as written literary works and the course will include works from local, national and foreign traditions. Students will work independently and in groups and will participate in frequent oral, reading and written assignments. Enrollment limited to 15. (phase 2&3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Understand the role of arts in society. |
| 4 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles. |

128 ENGLISH LITERATURE H**Level 0****½ credit**

This survey of English literature will cover 1300 years of literary history from Beowulf to Dylan Thomas, exposing students not only to different genres and styles of writing, but also to the intellectual foundation of much of America's literary heritage. Enrollment 25. (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

129 EUROPEAN LITERATURE H**Level 0****½ credit**

This course will introduce the phase 1 student to representative works from European literary tradition. Major units include The Bible, Greek tragedy, medieval literature, Renaissance literature and nineteenth century European Literature. Enrollment 25 (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

130 MODERN SOCIETY-ITS PROBLEMS AND VALUES**Level 2****½ credit**

This course is a reading and discussion of contemporary literature that explores social problems and values. It is designed to aid students in improving reading, writing and listening skills. Enrollment limited to 22 (phase 2&3)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop communication skills across content areas. |
| 3 Demonstrate civic responsibility and environmental stewardship. |
| 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration. |

131 SHAKESPEARE H**Level 0****½ credit**

This course is an intensive discussion of five Shakespearean plays. Thematic concerns, character development and some aspects of Shakespearean performance in Elizabethan and modern theater are explored in depth. A less intensive study of Shakespeare's sonnets will be included if time permits. Enrollment 25 (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

132 THE BIBLE AND ITS INFLUENCE ON LITERATURE –A**Level 2****½ credit**

This course will study the organization of the Hebrew Scriptures (Old Testament). It will consider the importance of studying Biblical literacy through a study of Genesis, Exodus, the Prophets, the Books of Writings, and Wisdom. It will also study the ways in which later writers have used Bible literature, language, and symbols. Students will learn about the language, literary forms, plot lines, characters, and contents of the Bible to produce a better understanding of literature, art, and culture. Enrollment limited to 22. (phase 1&2)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

133 THE BIBLE AND ITS INFLUENCE ON LITERATURE – B**Level 2****½ credit**

This course will consider how the Christian bible was built upon a foundation of the Hebrew Bible. It will consider the importance of studying biblical literacy through a study of the four gospels, the letters of Paul, and Revelation. It will also study the ways in which later writers have used Bible literature, language, and symbols. Students will learn about language, literary forms, plot lines, characters, and contents of the Bible to produce a better understanding of literature, art, and culture. (phase 1&2) Enrollment limited to 22.

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

134 SPEECH COMMUNICATIONS AND APPLIED**Level 2****½ credit**

This course will enable students to develop their listening and speaking skills; it will emphasize the effective use of these skills in school and career settings. The course also develops skills in organization and conflict resolution. (phase 2&3) Enrollment limited to 15.

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| Student Learning Expectations |
| 1Develop skills in literacy across content areas. |
| 2Develop communication skills across content areas. |
| 3Develop critical thinking skills across content areas. |

135 ORAL COMMUNICATION & DEBATE**Level 2****½ credit**

This course will introduce students to the craft of developing arguments and speeches for debate, extemporaneous speaking, oratory, and other areas of competitive forensics. Students will learn how to identify reliable evidence, construct a logically reasoned argument, cross-examine an opponent, research, develop and present oral speeches. Enrollment limited to 15. (phase 2).

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| Student Learning Expectations |
| 1Develop skills in literacy across content areas. |
| 2Develop communication skills across content areas. |
| 3Develop critical thinking skills across content areas. |
| 4Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration. |

136 ADVANCED PLACEMENT LANGUAGE & COMPOSITION**Grade 11 Level 0****1 credit**

A yearlong high honors course designed to give college-bound students the equivalent of a 100-level freshman English Composition course. Students will learn advanced topics in rhetoric and composition, will read and write a variety of non-fiction, and will prepare for the College Board Advanced Placement Exam in English Language & Composition. Students may be admitted to the course only through the recommendation of an English teacher, and the course will include a mandatory summer reading list. Enrollment limited to 15.

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

137 ADVANCED PLACEMENT LITERATURE & COMPOSITION**Grade 12 Level 0****1 credit**

A yearlong high honors course designed to give college-bound students the equivalent of a 100-level college freshman English Literature course. Students will learn advanced topics in literary criticism, will read and write about a variety of fictional works, and will prepare for the College Board Advanced Placement Exam in English Literature & Composition. Students may be admitted to the course only through the recommendation of an English teacher, and the course will include a mandatory summer reading list. Enrollment limited to 15.

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop communication skills across content areas. |
| 4 Understand the role of arts in society. |

140 ADVANCED INDEPENDENT STUDY**Level TBD by contract****½ credit**

Prerequisite: written approval from the English department chair. Advanced study is for the student who wants to do advanced work in language, literature, or composition. The content is to be determined by conferences between student and instructor. All work will be done on an individual basis on a time schedule set by mutual agreement. (phase 1)

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| Student Learning Expectations |
| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop problem-solving skills across content areas. |
| 4 Develop skills for productive use of technology and information resources. |

145 INDIVIDUALIZED ENGLISH STUDY**Level 3**

Prerequisite: written approval from the English department chair. This is a modified phase 2 or 3 elective course (e.g. Individualized Study: Writing Improvement or Individualized Study: Multicultural Literature) designed for students whose identified needs are not being met by the course outlines or time restrictions of current course offerings. The Individualized Study section of an elective will carry the same academic credit as the non-modified course; however, the English department, Guidance department, parent and student recognize that additional time may be necessary to accomplish the objectives of the course.

| Student Learning Expectations |
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| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop problem-solving skills across content areas. |
| 4 Develop career, educational, and life planning skills. |

146 RS - WRITING FOR THE COLLEGE BOUND**Level 0****½ credit**

This course is an individualized approach to writing descriptive, narrative and expository essays. The course is designed for students planning to attend college. (phase 1) Enrollment limited to 15.

| Student Learning Expectations |
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| 1 Develop critical thinking skills across the content areas. |
| 2 Develop communication skills across content areas. |
| 3 Develop skills for productive use of technology and information resources. |
| 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration. |