

# English



COURSE TITLE	YEAR LONG CREDIT	OPEN TO GRADES	PREREQUISITE
English I	2	9	none
English I: Seminar	2	9	co-enrollment in World History:Seminar
English I + Reading	4	9	none
English II	2	10	English I or English I & Reading
English II Honors	2	10	English I
English II & Reading	4	10	English I Freshman Team or English I + Reading
American Lit & Composition	2	11	English II or English II & Reading
American Lit & Composition Survey	2	11	English II or English II & Reading
American Studies: English	2	11	English II and co-enrollment in American Studies:US History
A.P. English Language and Composition	2	11	See description
Comedy & Tragedy	2	12*	English I
Reading, Writing and Producing Media	2	12*	English I
Exploring Diversity	2	12*	English I
Ethical Issues in Science and Literature	2	12	corequisite science course
Contemporary Literature	2	12*	English I
Immigrant Voices in Literature	2	12*	English I
Reading and Writing Survey	2	12	TPI English III
Writing and Composition	2	12*	English I
A.P. English Literature and Composition	2	12	See description

\* These courses maybe taken by sophomores and juniors as a *second* English course.

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**ENGLISH I****2013**

Freshman English is a thematically organized course that utilizes inquiry as a primary strategy for learning. Students engage in activities that promote competency in reading, writing, listening, speaking and technology. This course focuses on introducing students to a range of literary genres, giving them opportunities to write in a variety of forms, and developing speaking and listening skills. Emphasis is placed upon the development of scholarship and citizenship. Additional features of this course include community building, study skills, planning for life in high school and beyond, and developing skills for decision-making and problem-solving. Students will read texts by authors such as Harper Lee and William Shakespeare.

**ENGLISH I: SEMINAR****2019**

English I: Seminar, along with its companion course, World History: Seminar, provides the opportunity to explore recurring themes of human experience in an interdisciplinary context. Designed for students who are independent readers ready for expressing analytical thinking through writing, this course uses inquiry as a strategy to develop high-level critical thinking. As students experience literature and other media and examine the historical roots of significant events and ideas, they encounter the contributions of civilizations around the world and broaden their own perspectives. Using primary and secondary sources from each discipline, many assignments and assessments synthesize historical and literary concepts. Students develop habits of mind that extend the skills of research, text analysis, discussion and group processing. Students will read texts by authors such as Lee, Dickens, and Shakespeare. Additional features of this course include: community building, planning for the future in high school and beyond, and developing skills for decision-making. Freshman Seminar is taught in two consecutive periods by an English teacher and a social studies teacher. Because of the interdisciplinary nature of Freshman Seminar, the classes may often meet together.

**ENGLISH I + READING****2013**

English I + Reading is structured to support students as they become increasingly aware of their preferences and growth as readers. Students use a variety of strategies to access and interpret information from multiple texts. Students will compose a variety of texts for different purposes (interviews, reflections, summaries, letters, descriptions, logs, journals, post-

ers, oral presentations). In addition, they will develop confidence with complex thinking, goal setting, and habits of mind that promote school success. A goal for this course is for students to develop a spirit of collaboration and curiosity about their own and other students' thinking and growth in the classroom.

Possible texts for this course include *The House on Mango Street*, *To Kill a Mockingbird*, and *Romeo and Juliet*.

**ENGLISH II  
ENGLISH II HONORS****2033  
2033**

English II is a thematically organized course that promotes competency in reading, writing, listening, speaking, and technology. Student interaction with a variety of literary texts provides a springboard for both analytic and creative writing and prepares them to explore persuasive expression and debate. Habits of mind for good scholarship and good citizenship are emphasized. Possible texts for this course include *All My Sons*, *Lord of the Flies*, *Frankenstein*, and *Julius Caesar*. English II Honors, taught at an accelerated pace, is designed for students with excellent skills in reading and analytical writing. Possible texts for this course include *The Canterbury Tales* and *Their Eyes Were Watching God*. Summer reading is required for this course.

**ENGLISH II & READING****2033**

English II & Reading is a thematically organized course that uses inquiry as a primary strategy for learning. Students engage in a variety of activities that promote the same competencies as in English II. These activities include guided practice, structured support for reading and writing, and the teacher's use of concrete examples to help students apply their learning. Smaller class sizes promote the opportunity for more individualized learning to take place. Possible texts include *Lord of the Flies* and *Julius Caesar*.

**AMERICAN LITERATURE  
AND COMPOSITION****2176**

American Literature and Composition is a course in which students continue to build competency in reading, writing, listening, speaking and using technology. Using inquiry as a primary strategy for learning, students analyze the styles and themes prevalent in the literature of the United States. Students will develop and acquire skills in independent reading, process writing, style analysis, and self reflection. The study of argumentation guides literary analysis in both reading and writing. Assignments may re-

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quire reading and writing out of class. Students will read works by such authors as Toni Morrison, F. Scott Fitzgerald, Tim O'Brien and Luis Valdez.

**AMERICAN LITERATURE AND COMPOSITION SURVEY 2176**

American Literature and Composition Survey is a course in which students continue to build competency in reading, writing, listening, speaking and using technology. Using inquiry as a primary strategy for learning, students analyze the styles and themes prevalent in the literature of the United States. The primary differences between American Literature and Composition and American Literature and Composition Survey are the pace of the class and the texts selected for in-depth study. Smaller class sizes promote the opportunity for more individualized learning to take place. This course uses historic background as a context by which the deep meaning of a piece of literature is made more accessible. Interpretive lenses provide tools with which students analyze and write about literature." Possible texts include: *The Crucible*; *Big Fish*; *Uncle Tom's Children*; *The Great Gatsby*; *The Things They Carried*

**AMERICAN STUDIES: ENGLISH 2773**

This two-credit per semester program offers an interdisciplinary approach to the study of United States history and American literature. By combining historical and literary investigation, students analyze the social, political, cultural, and economic development of the American character. Writing assignments emphasize argument and the development of analytic skills. Course materials include both primary and secondary sources from history and literature. Most assignments and projects in each unit synthesize historical and literary themes. American Studies meets the state requirement for study of the Constitution. Students may read such works as *The Great Gatsby*, *The Things They Carried*, and *Zoot Suit*. In order to take American Studies: English, students must enroll in the companion course, American Studies: History. American Studies is taught in two consecutive class periods by both English and a history teacher. Because of the interdisciplinary nature of American Studies, the classes frequently meet together.

**A.P ENGLISH LANGUAGE AND COMPOSITION 2176**

A.P. English Language and Composition is designed to build upon previously honed skills in reading, analytic writing, and style analysis. This course em-

phasizes analysis of abstract concepts and challenging texts. Students will explore a variety of literary critical lenses with the expectation of independent analysis and processing. The study of argumentation guides literary analysis in both reading and writing. Assignments may require reading and writing out of class. Students will read works by such authors as Toni Morrison, Willa Cather, Phillip Roth and Nathaniel Hawthorne. Summer reading is required, and students are prepared for, and encouraged to take, the A.P. English Language Examination in May.

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**SOPHOMORE, JUNIOR, AND SENIOR OPTIONS**

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Full-year English electives are available for sophomores and juniors who wish to take an English course in addition to their required sophomore or junior English course. Seniors may select any of these electives to complete their fourth year of English. All of these electives use inquiry as the primary strategy for learning and provide opportunities for students to enhance their skills in reading, writing, listening, speaking, and using technology.

**COMEDY AND TRAGEDY 2331**

Through the study of both prose and drama, students investigate human responses, both comic and tragic, to the challenges of life. Extensive reading and careful written analysis are features of this course. Possible texts for Comedy and Tragedy include *Othello*, *Lysistrata*, *Equus*, and *Doubt*.

**READING, WRITING, AND PRODUCING MEDIA 2421**

In this course, students will read and analyze the written and visual texts communicated through the various media that they consume on a daily basis, and they will explore the impact that these messages have on our society and on their own personal lives. In addition, they will have multiple opportunities to write and produce authentic, real-world media products, including objective news pieces, short features, public service announcements, websites, and radio programs. Students will be exposed to a range of written texts, such as *In Cold Blood*, and a variety of short works that focus on ethical issues in media, as well as films, documentaries, radio programs, and other forms of visual and auditory media.

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**READING AND WRITING SURVEY 2859**

This course, designed for students emerging from English as a Second Language, will provide them with meaningful, challenging, and authentic tools and avenues to achieve personal and academic growth. As they examine the guiding question, *Who am I, and how do my actions and attitudes influence my relationships with others?*, students should develop a deeper understanding of self and relationships with others; grow towards achieving personal reading, writing, speaking and listening goals; grow in the Characteristics of an Effective Reader; develop the habits of reflection and goal setting; grow in the Learning for Life Abilities; grow in skills and abilities as identified by the English and TPI department outcomes and benchmarks; enjoy reading and writing; and grow in cognitive academic language proficiency levels.

**EXPLORING DIVERSITY 2856**

Exploring Diversity is a course designed to heighten students' awareness of a variety of cultural issues. Topics for exploration may include: varying perspectives related to gender, generation, religion, race, ethnicity, class, sexual orientation, and disability. The literature has been carefully chosen to promote thinking, discussing, and writing about issues that students confront in our increasingly global society. Writing instruction focuses on skill building in sentence variety, language awareness, organization, mechanics and style. Possible texts include *Persepolis*, *The Diving Bell and The Butterfly*.

**ETHICAL ISSUES IN SCIENCE AND LITERATURE 2906**

In this year-long, integrated, 2-period class, students read and analyze literature that addresses complex and controversial issues, conduct laboratory experiments, and apply scientific theories to their learning. This course asks students to explore ethical, cultural, historical, philosophical, social, artistic, and scientific perspectives as they form opinions about topics of global concern. Students develop an understanding of the importance of the questioning process in decision-making. This focus on inquiry culminates in students formulating and researching authentic questions about a world issue of personal interest, as students are asked to meet an expectation for independent analysis and processing. Students will read works by authors such as Vonnegut, Stephenson, Hersey, and Frayn. We will investigate topics such as global warming; stem cell research; cloning; genetic

testing; beginning and end of life questions; nuclear weapons; nuclear testing; and medical research ethics. Students must be registered for both the English and Science classes that comprise this course.

**CONTEMPORARY LITERATURE 2673**

Contemporary Literature is a two-semester course in which students read, analyze and respond to a representative selection of award-winning literature of the twentieth century. Because the literature deals with issues of contemporary relevance, students are expected to explore their understandings of these issues through class discussions and written response in a variety of forms. Possible texts include *Beloved*, *No Exit*, and *Interpreter of Maladies*.

**IMMIGRANT VOICES IN LITERATURE 2553**

This course uses literature to explore the social, political, economic, and emotional concerns and experiences of marginalized immigrants in America. The course begins with a case study of the Latino experience and progresses to self-directed learning in which students investigate a marginalized group of immigrants of their own choosing. Independent research includes interviews of primary sources and culminates in a project exhibition.

**WRITING AND COMPOSITION 2719**

Writing and Composition is a year-long, workshop-style writing class that will help students develop their skills as writers and readers. Students will read a variety of texts and analyze them through a writer's lens to see what they offer to writers. In combining the analytical/critical work of expository writing with the strategies and techniques associated with creative writing, students will explore the wide range of possibilities for written communication. They will pursue individualized goals while discovering their distinctive voices and strengths as writers. Emphasis is placed on the process of writing, ways of revision, and working in a collaborative writing community. The craft of writing and the kinds of feedback that can help writers are also central. Course content will move back and forth between specific thematic units; an exploration of genres and forms; and strategies and techniques for generating, developing, and refining writing. At the end of the year, students should exit the course with confidence, the ability to manage the writing process for complex assignments, and the capability of writing for a variety of audiences and purposes. Open to sophomores, juniors and seniors,

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the course welcomes students of all skill levels and interests who are willing to write and challenge themselves to grow as writers.

**A.P. ENGLISH LITERATURE AND COMPOSITION**

**2683**

In Advanced Placed English Literature and Composition, students develop analytic skills through an inquiry-based approach to literature, composition, rhetoric, etymology, speech, and media studies. Reading a variety of genres such as fiction, nonfiction, poetry, plays, tragedies, short stories, speeches, essays, and film, students incorporate theories from psychology, philosophy, history, and political science into this rigorous seminar class. Classical and contemporary authors such as Sophocles, Shakespeare, Dostoevsky, Austen, Bronte, McCarthy, Bulgakov, Sontag, and Rulfo represent this course's emphasis on world literature and stylistic analysis. Texts and assignments are thematically organized to promote abstract thinking, e.g. "Can Goodness Sustain a Complex World?", "What Are the Ethics of Interpretation?" and "How Do We Develop Our Personal Humanity?" Students will advance their individual writing processes and styles in analytic and creative composition assignments. Instruction is frequently differentiated to best meet the individual tastes and needs of students. Summer reading is required and students are encouraged to take the AP English Literature and Composition test in May.

**ENGLISH FUNDAMENTALS I**

**9423**

English Fundamentals I is a small group instructional class in which students build writing, listening, speaking, and technology skills. The classes are thematically taught so students have exposure to a variety of literature and writing styles. Curriculum also emphasizes the development of the writing process by concentrating on the basic principles of writing, especially brainstorming, outlining, editing, as they relate to narrative essays, literature responses, and letter-writing. Enrollment in this class is through the Individual Education Plan (IEP) process. As determined in the IEP meeting, freshman enrolled in English Fundamentals I also take Reading Fundamentals I.

**ENGLISH FUNDAMENTALS II**

**9426**

English Fundamentals II is a small group instructional class in which students continue to build competency in writing, listening, speaking, and technology skills. The classes are thematically taught so that students

reflect on a variety of literature, giving them an opportunity to then respond in a variety of forms. Curriculum also emphasizes the development of the writing process by concentrating on the basic principles of writing, especially brainstorming, outlining, editing, as they relate to narrative and expository essays and literature responses. Tight structure with varied sentences and forms of transition is emphasized. Enrollment in this class is through the Individual Education Plan (IEP) process. As determined in the IEP meeting, sophomores enrolled in English II also take Reading Fundamentals II.

**ENGLISH FUNDAMENTALS III**

**9430**

English Fundamentals III is a small group instructional class in which students continue to build competency in writing, listening, speaking, and technology skills. The classes are thematically taught with a variety of literature, thus giving students models of various writing genres with which to experiment. Curriculum also emphasizes the development of the writing process by concentrating on the basic principles of writing, especially brainstorming, outlining, editing, as they relate to personal and persuasive essays and literature responses. Writing is edited for specific language and literary elements. Enrollment in this class is through the Individual Education Plan (IEP) process.

**ENGLISH FUNDAMENTALS IV**

**9439**

English Fundamentals IV is a small group instructional class in which students continue to build competency in writing, listening, speaking, and technology skills. The classes are thematically taught so students interact with a variety of literature with a requirement of responding in multiple forms. Curriculum also emphasizes the development of the writing process by concentrating on the basic principles of writing, especially brainstorming, outlining, editing, as they relate to analytic essays and presentations. Writing is further elongated and adjusted for word choice specific to the audience. Enrollment in this class is through the Individual Education Plan (IEP) process.

**READING FUNDAMENTALS I**

**9459**

Reading Fundamentals I is a small group instruction course focusing on strategies to build reading comprehension of varied texts. Texts are based on course themes and non-fiction for whole group and small group instruction. Non-fiction individualized com-

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puter instruction provides visual, auditory, and kinesthetic practice specific to the student's independent level of literal and figurative comprehension, vocabulary, and spelling. In addition to reading skills, students learn basic grammar and spelling through the writing process of by brainstorming, outlining, and editing in response to narratives, literature responses or letters. Enrollment in this class is through the Individual Education Plan (IEP) process. As determined in the IEP meeting, freshman enrolled in Reading Fundamentals I also take English Fundamentals I.

**READING FUNDAMENTALS II 9659**

Reading Fundamentals II is a small group instruction course building on existing for reading comprehension of varied texts. Texts are based on course themes of Universe of Obligation, Marginalized Groups, Life Lessons, or Social Advocacy for both whole group and small group instruction. Students continue to participate in non-fiction individualized computer instruction specific to the student's independent level of literal and figurative comprehension, vocabulary, and spelling. Building on the writing process, students write five-paragraph narratives, expository essays, literature responses or letters in response to their reading. Writing is edited for specific language, literary elements, and sentence variance. Outside work and reading is involved. Enrollment in this class is through the Individual Education Plan (IEP) process.