

# ENGLISH

**Certain “big questions” are central to human existence and therefore to the humanities. Among these questions are the following:**

- Who and what shapes our identity?
- What is truth? What is beauty?
- What is good? What is evil?
- What is the nature of a good life? What gives life meaning?

**Specific essential questions for the discipline of English are these:**

- What value does literature have for our lives?
- What can we learn about ourselves and others from literature?
- What are the elements of effective oral, written, and visual communication?
- How does one judge the value of a literary work?
- What determines a literary canon?

# ENGLISH

The English curriculum is designed to increase students' proficiency in reading, writing, speaking, and listening. The department offers conferenced courses which require writing, conferencing, and revising five compositions per semester. A typical conference consists of a twenty-minute meeting between the student and teacher outside of classes. During this required conference, the student and teacher discuss writing one-on-one. The conferenced English program provides students with differentiated instruction that builds on a student's individual strengths while targeting areas for growth and improvement.

The graduation requirement in English is four units; three of these units must be conferenced courses. College Prep English I and II are required courses while the third and fourth units may be chosen from English electives. The department strongly urges students to take American Literature junior year so that they graduate with an awareness of the national literature.

Student choice is a top priority senior year. The fourth unit may be chosen from the list of conferenced courses. These designated elective sections must have a minimum of 15 students. We encourage students to read and understand the course descriptions and choose their top four when planning their schedules. Honors/AP placement is determined by the English Department.

## GRADE 9

### **College Prep English I\***

Honors English I\*  
Academic Reading I\*\*  
Newspaper Writing\*\*  
Forensics\*\*  
ELL English\*\*  
ELL Reading\*\*  
English I\*\*\*

## GRADE 11

### **American Literature**

Honors American Literature  
Great Works of British Literature  
Shakespeare  
Contemporary World Literature  
Advanced Composition I and II  
Mass Media  
Genres in Writing & Literature  
Film in American Society  
Newspaper Writing\*\*  
Forensics\*\*  
Academic Reading I & II\*\*  
Topics & Themes in Reading & Writing  
ELL English\*\*  
ELL Reading\*\*  
College Prep English I/II-Credit Recovery  
English III\*\*\*

## GRADE 10

### **College Prep English II\***

Honors English II\*  
Academic Reading I & II\*\*  
Newspaper Writing\*\*  
Forensics\*\*  
ELL English\*\*  
ELL Reading\*\*  
College Prep English I/II-Credit Recovery  
English II\*\*\*

## GRADE 12

AP English Literature  
AP English Language and Composition  
American Literature  
Great Works of British Literature  
Shakespeare  
Contemporary World Literature  
Advanced Composition I and II  
Mass Media  
Genres in Writing & Literature  
Film in American Society  
Newspaper Writing\*\*  
Forensics\*\*  
Academic Reading I & II\*\*  
ELL English\*\*  
ELL Reading\*\*  
College Prep English I/II-Credit Recovery  
English IV\*\*\*

\* One of these must be taken

\*\* Non-Conferenced Courses

\*\*\* By teacher recommendation only

**Bold** = The typical choice for that grade level

# CONFERENCED COURSES

## REQUIRED COURSES: College Prep English I and II.

### COLLEGE PREP ENGLISH I

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9th Grade

Credit - 1 English credit

Full Year

This required course for ninth graders is designed to broaden students' reading experience, develop composition and grammar skills, improve oral communication skills, and encourage students to think deeply and critically. Students write, conference, and revise a minimum of ten compositions as well as design and deliver a persuasive oral presentation. Topics for writing often relate to the literature studied; writing options include analytical, persuasive, narrative, and other creative forms. Major works include Homer's *The Odyssey*, William Golding's *Lord of the Flies*, William Shakespeare's *Romeo and Juliet*, and Lorraine Hansberry's *A Raisin in the Sun*. Students read selected fiction, myths, nonfiction, and poetry, often independently.

### HONORS ENGLISH I

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9th Grade

Credit – 1 English credit

Full Year

**Prerequisite:** English Department approval based on the score of a placement test and other criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student the following year.

Designed for the ninth grader who possesses both a strong ability and great interest in the study of English, Honors English I provides a course of study that teaches students to think deeply and carefully through reading, writing, speaking, and listening. The literature includes short stories, creation and hero myths, poetry, drama, and select novels. Major works are as follows: Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet*, Sophocles' *Oedipus the King* and *Antigone*, Aristophanes' *Lysistrata*, Homer's *The Odyssey*, William Golding's *Lord of the Flies*, and Lorraine Hansberry's *A Raisin in the Sun*. Students will also read several books independently. Composition assignments range from literary analyses to creative writing, with an emphasis on the former; ten conferenced and revised compositions are required. Students design and deliver at least two oral presentations, including a persuasive speech. ***Students complete a reading and study assignment the summer before Honors English I.***

### COLLEGE PREP ENGLISH II

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10th Grade

Credit – 1 English credit

Full Year

This literature and composition course is designed to expand those skills learned at the ninth-grade level. The writing genres include the following: literary analysis, the personal narrative, creative writing, and comparison-contrast. Students are expected to make effective use of thesis statements, topic sentences, introductions, transitions, and conclusions. Major works include *The Bible as/in Literature*, a Shakespearean play (*Macbeth* and/or *Othello*), *1984*, and one or more memoirs (*Night* or *Black Boy*). Additional literature may include *The Things They Carried*, *Things Fall Apart*, *The Catcher in the Rye*, *Inherit the Wind*, and *Persepolis*. Other elements of study include grammar, short stories, nonfiction, and poetry. Each semester, students are required to write, conference, and revise five compositions, complete an independent reading assignment with related assessment, and make informal presentations.

## HONORS ENGLISH II

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10th Grade

Credit - 1 English credit

Full Year

**Prerequisite:** English Department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student the following year.

Designed for the academically able and ambitious sophomore who has demonstrated a strong interest in and commitment to the study of English, this course emphasizes literature, vocabulary, writing, speaking, and listening. Students are expected to read at a mature level, simultaneously analyzing both content and form, and to write with clarity, precision, and sophistication about both literature and personal experiences. The recognition and importance of biblical allusions is a unifying thread between the semesters. Major works include *Black Boy*, *Night, 1984*, nonfiction essays, *The Bible as/in Literature*, a variety of poetry and drama, and at least one Shakespearean play. Other works may include Aristotle's *Poetics* and modern novels such as *A Thousand Acres*, *The Things They Carried*, or *The Catcher in the Rye*. Students are required to complete an independent reading project each quarter. In conjunction with the study of literature, students are required to give at least one formal oral presentation. Students are required to write, conference, and revise a minimum of five compositions each semester. ***Students complete a reading and writing assignment the summer before Honors English II.***

## CONFERENCED ELECTIVES

**ELECTIVE COURSES:** Students must complete four semesters of elective English courses. **The department urges students to take American Literature, ideally in 11th grade.**

### AMERICAN LITERATURE

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11th - 12th Grade (11th recommended)

Credit - 1 English credit

Full Year

This college-preparatory course examines a variety of genres in order to acquaint the student with the major writers, periods, and themes of American literature. Major works include *Narrative of the Life of Frederick Douglass*, *Adventures of Huckleberry Finn*, the poetry of Walt Whitman and Emily Dickinson, *Death of a Salesman* or *The Crucible*, *The Great Gatsby*, *Song of Solomon* or *Beloved*, and excerpts from the works of Ralph Waldo Emerson and Henry David Thoreau. These works are supplemented by varying choices, such as, *The Scarlet Letter*, *The Awakening*, *Their Eyes Were Watching God*, *The Grapes of Wrath*, *Tortilla Curtain*, and other selections. Students are required to write, conference, and revise a minimum of five compositions each semester.

### HONORS AMERICAN LITERATURE

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11th Grade

Credit - 1 English credit

Full Year

**Prerequisite:** English Department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student the following year.

In this course, students do intensive and extensive reading of classic American literature in the context of American culture, moving chronologically from the pre-revolutionary era to the end of the 19th century in the first semester, and then up to the literature of the late 20th century in the second semester. Students also read literature thematically, examining it in relation to ideas such as romanticism and transcendentalism, especially in the first

semester; later, they consider the influence of more modern “isms,” including realism, naturalism, and existentialism, followed by current theories, such as modernism and postmodernism. All such theoretical bases are tested against questions of what is a masterpiece and what is a classic and why, and these theories are considered in relation to ongoing American issues, such as race relations, equality between the sexes, social class distinctions, and whether the pursuit of life, liberty and happiness is a reality or myth. Readings include works by Jefferson, Franklin, Hawthorne, Poe, Melville, Emerson, Thoreau, Dickinson, Whitman, Hemingway, and others; complete works may include *Narrative of the Life of Frederick Douglass*, *The Scarlet Letter*, *Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, *Death of a Salesman*, and *The Woman Warrior*. Students do an intensive research project and class presentation based on the works of any American author of critical merit. Students are also required to write, conference, and revise a minimum of five compositions each semester; one such assignment each semester is usually other than an expository essay. ***Students complete a reading and writing assignment the summer before Honors American Literature.***

## TOPICS AND THEMES IN AMERICAN LITERATURE

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11th Grade

Credit - 1 English credit

Full Year

**Prerequisite: Recommendation by the CHS Reading Specialist and College Prep English II teacher. This is a course for juniors who require intensive and extensive one-on-one attention in order to further hone their reading and writing skills while focusing on core works from American literature.**

This yearlong course not only focuses on the fundamentals of reading and writing in order to prepare juniors for success in senior-level elective English courses, but also offers concentrated study of core texts in American literature through intensive practice of reading, thinking, and communication skills.

Students work on skill building through intensive study of how Thomas Jefferson’s Declaration of Independence lays the foundation for the American Dream. Students will examine films, songs, short stories, and poems that explore the American Dream, along with such major literary works as *Fences*, *Death of a Salesman*, *The Bluest Eye*, and *The Great Gatsby*.

Students are required to write, conference, and revise five compositions each semester.

## AP ENGLISH LITERATURE

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12th Grade

Credit – 1 English credit

Full Year

**Prerequisite: English department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student second semester.**

AP English Literature is designed, in part, to prepare students to take the AP Literature/Composition exam. This exam emphasizes the skills of close reading and analysis of style through poetry and fictional prose. This course gives students the opportunity to hone their close reading and argumentation skills, makes them more comfortable with poetry analysis, and provides them practice in writing both at-home and in-class responses to literature. Four themes govern the course: Identity and Perception, Truth and Illusion, The Nature of Good and Evil, and Finding Purpose. Major texts include *Invisible Man*, *The Handmaid’s Tale*, *The Importance of Being Earnest*, *Hamlet*, *As I Lay Dying*, *Heart of Darkness*, *The Inferno*, *All the King’s Men*, and *Waiting for Godot*. In addition to these works, students read poems, short stories, and essays and complete an Independent Reading Assignment each semester. During first semester, students complete a research paper on a major author and read *A Tale of Two Cities* or *Pride and Prejudice*. During second semester, they give a poetry presentation lasting most of a class period and read *White Noise* or *Catch-22*. Students are required to write, conference, and revise five compositions each semester. ***Students begin the author project the summer before AP Literature begins.***

## AP ENGLISH LANGUAGE AND COMPOSITION

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12th Grade

Credit – 1 English credit

Full Year

**Prerequisite:** English department approval based on placement criteria. A student whose semester grade falls below a B- will meet with the teacher and parent to discuss the best placement for the student second semester.

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes, most notably persuasion. The course focuses on rhetorical analysis, argument, and synthesis, the key components of the AP Language and Composition exam, using nonfiction works as the texts for developing these skills. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Students are required to write, conference, and revise a minimum of five compositions each semester and to complete at least two independent reading assignments. Students will conduct a research study of a topic of their own choosing and formally present their findings. *The course work begins with a reading and writing assignment to be completed in the summer before APEL begins.*

## ELECTIVE COURSES REQUIRING A MINIMUM ENROLLMENT OF 15

To assist in placement, students choosing these electives will be asked to choose 4 courses in order of preference. Every effort will be made to place the students in their preferred course(s).

### SENIOR ENGLISH: SHAKESPEARE

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11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

Students engage in an intensive study of the plays (*Twelfth Night*, *The Merchant of Venice*, *Hamlet*, *King Lear*, and *The Tempest*) and poetry of the greatest playwright in English literature, William Shakespeare. These works may be supplemented by *Henry V*, *Richard III*, and *Much Ado about Nothing*. This seminar-style course explores Shakespeare's life, times, and works, and emphasizes discussion, formal and informal writing, Shakespeare in film, and student presentations. A central question of the course is: "How does Shakespeare's work relate to us today?" Students are required to write, conference, and revise a minimum of five compositions.

### SENIOR ENGLISH: GREAT WORKS OF BRITISH LITERATURE

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11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

In this survey course, students have the opportunity to examine *Beowulf*, *The Canterbury Tales*, *Paradise Lost*, *Hamlet*, and other classics, as well as explore eighteenth, nineteenth, and twentieth century poets, novelists, and essayists. Key questions include "What can we learn about ourselves and others from this literature?" and "How has this literature helped to shape our identity?" Students are required to write, conference, and revise a minimum of five compositions.

### SENIOR ENGLISH: CONTEMPORARY WORLD LITERATURE

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11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

The key questions of this course are "Why is the modern world the way it is?"; "What are the significant

literary/artistic works of the contemporary world that help us better to understand humanity?" In order to propose answers to these questions, this course focuses on some of the great literary and philosophical movements, authors, and works of the twentieth and twenty-first centuries. Unit themes include Conflict and Unraveling; Existentialism and Absurdism; and Identity. Major works may include *All Quiet on the Western Front*, *Things Fall Apart*, *Waiting for Godot*, *The Stranger*, *No Exit*, *Siddhartha*, and *Chronicle of a Death Foretold*. Students also read short stories, poetry, and essays by award-winning writers. The course requires an independent reading project and the completion of five conferenced compositions.

### **SENIOR ENGLISH: ADVANCED COMPOSITION I and II**

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11th - 12th Grade

Credit - 1 English credit (Full Year) or 1/2 English credit (Advanced Comp I only)

Offerings - Advanced Comp I (Semester 1) /Advanced Comp II (Semester 2)

Advanced Composition is a writing course for college-bound students who enjoy reading and who are interested in sharpening their composition skills before entering college. Both semesters emphasize the art of revision. In the first semester, students focus on the formal study of usage and grammar, the mastery of rhetorical strategies, and the careful reading of texts as models. Students write a variety of essays, including (but not restricted to) personal narration, definition, comparison/contrast, division/classification, and opinion-based. **A student must earn at least a C- in Advanced Composition I to take Advanced Composition II.** The second semester builds upon the skills of the first semester. Among other assignments, each student will research a contemporary issue and document sources in a finished persuasive essay. **Students may take the first semester of this course without taking the second semester, but they may not enroll for the second semester of the course without completing the first semester.**

### **SENIOR ENGLISH: GENRES IN WRITING & LITERATURE**

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11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

Genres in Writing & Literature is an intensive course of study in the practical craft and aesthetic forms of expressive writing. Members of the class are responsible for building and maintaining a writer's community in which time is spent writing independently, discussing professional models of writing, and participating in "workshop," where students seek feedback from their peers about their own writings. Through writing, reading, and discussing, students study various techniques of important literary genres, including poetry, story, dramatic script, and several forms of nonfiction. Emphasis in class goes to the study of style and structure, with at least one writing exercise due each week; emphasis outside of class is on the students' opportunity, ability, and responsibility to create, polish, and revise their own individual works on a regular basis. Because the writing assignments average more than one a week, the course is **only** recommended for students who actively enjoy writing or who are interested in improving their own expressive writing.

### **SENIOR ENGLISH: MASS MEDIA**

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11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

Students explore the roles and effects of mass media in the contemporary world, considering the rights, responsibilities, and ethics of the media and the economic, political, and social determinants of media content. Discussions focus on the importance of media in shaping public opinion, the media's role in American society and culture, the nature and influences of advertising and public relations, ethical and legal constraints, and the implications of current trends and recent technological developments. The course addresses major issues in current events relating to the media. Students read and discuss literature written by prominent journalists through magazines, newspapers, and at least one nonfiction book. Students also experience hands-on use of various technology, including Internet, video, audio, and digital imaging. Students write, conference, and revise five papers in a semester. Daily participation in classroom discussion is a vital part of this course.

## SENIOR ENGLISH: FILM IN AMERICAN SOCIETY

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11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

This course is designed to teach students about the significance of film in our society. Students will learn about the history of film, the storytelling aspects of film, and the portrayal of American History in film. A basic premise of the course is that film both shapes and reflects our society. Students will watch films in class and for homework, and compose a series of five to seven short essays analyzing the films. (All English students are required to conference and revise five of these compositions.) Students will analyze historical films, participate in class discussions, and write daily responses to the films. Students write and produce a short film. Examples of films studied in class may include *Modern Times*, *Casablanca*, *Dr. Strangelove*, *JFK*, *Apocalypse Now!*, *Gladiator*, and *American History X*. Students can enroll for English or History credit. The course is team-taught and meets during the same period. Attendance is crucial to success in this course.

## NON-CONFERENCED COURSES

### FORENSICS

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9th – 12th grade

Credit - 1/2 English credit per semester (non-conferenced)

Semester - 1 or both (not 2nd semester only)

(Meets 0-hour plus lab times TBA)

This course is designed for those students who plan to participate in the interscholastic speech and debate program. Students will learn and practice the art and skills of competitive forensics. Major units include debate, public speaking, and oral interpretation of literature. First year students are required to compete in a minimum of five forensics tournaments during the year; varsity students are required to compete in a minimum of eight forensics tournaments during the year. The debate unit will include the research, writing, and presentation of one or more formal cases in Cross-Examination, Lincoln-Douglas, and/or Public Forum styles of debate. The public speaking unit will include the research, writing, and presentation of one or more original oratorical, radio broadcast scripts, and/or extemporaneous speeches. The interpretation unit will include the reading, preparation, and presentation of cuttings from works of literature to be performed through a variety of interpretation and reading events. In addition, students may be involved in the presentation of longer cuttings of literature that would be suitable for reader's theatre productions. All students will play a major role in the preparation for and the production of the Clayton Fall Classic Speech and Debate Tournament.

### NEWSPAPER WRITING

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9th - 12th Grade

Credit – 1 English credit (non-conferenced)

Full Year

**Prerequisite: By application and consent of instructor (Available for NON-CONFERENCED ENGLISH CREDIT ONLY – NOT AVAILABLE FOR CAREER AND TECHNICAL EDUCATION CREDIT.)**

Newspaper Writing is the class for reporters for the *Globe*, the school newspaper, and meets Tuesday, 0-hour, plus 2 hours lab time to be met every other day during lunch periods. The course encourages a hands-on approach to a variety of topics including news, feature, sports, and editorial writing, as well as introducing students to journalism style, history, law, and ethics. Students will engage in classroom group activities and written responses in addition to quizzes and tests over various aspects of journalism. All students will write a minimum of nine articles intended for publication over the year in addition to other class writing. Enrollment in the class is by application only. Interested students will pick up an application from the instructor or from the English office in January. Newspaper staff will be selected in time to complete the enrollment process in February. Selection will be based on completion of the application, a writing sample, and teacher recommendation. Students interested in being a newspaper photographer



should sign up for Photojournalism for Publication, and those interested in being artists should see the instructor about signing up for the independent study options for that work. A workshop at the end of the summer is mandatory for all staff members.

## **ENGLISH SUPPORT & CREDIT RECOVERY COURSES**

### **COLLEGE PREP ENGLISH I/II-CREDIT RECOVERY**

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10th - 12th Grade

Credit – 1/2 English credit per semester

Semester – 2

This course is designed for students who have failed one semester of College Prep English I or College Prep English II. The course should be taken concurrently with another English class, including College Prep English II or any Conferenced English elective, so students can continue to earn the required four credits needed to graduate. In this class, students will read a variety of short stories, essays, poems, a novel or play, and an independent reading assignment. Students will also write and conference five compositions. The main focus of this class is for students to gain credit for failed English classes and to refine skills taught in College Prep English I and College Prep English II. Students in grades 10, 11, and 12 may take this class. Students may enroll for this class a maximum of two times. Students who have failed an entire year of College Prep English I or II should recover at least one semester credit in summer school; the second semester may be recovered with this class. Enrollment is limited to 15 students.

### **ENGLISH I, II, III, and IV**

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9th – 12th grade

Credit – 1 English credit

Full Year

**English I, English II, English III, and English IV** are courses whose adapted and modified curricula are designed to meet certain lower-ability levels present in typical CHS classrooms. Because the English Department believes that in many cases the best way to group students for instruction is heterogeneously, some students enrolled in College Prep English I or II, American Literature or a senior elective will require adapted and/or modified curricula to meet their developmental needs in literacy. These students will have individualized goals and will receive instruction and feedback based on their needs while staying in the College Prep English classroom.

English I, English II, English III, or English IV may be used as designations for students who require modification in content, standards, and/or grading in the College Prep English I and II or American Literature courses. Students enrolled in English I, II, III, and IV will be introduced to the same course content as those students in the college prep curriculum. Texts and written assignments will follow the same thematic and skill content but will be adjusted for developmental level.

Using the course titles “English I,” “English II,” “English III,” or “English IV” should be considered when a student demonstrates a basic or below basic skill level in reading and/or writing skills below two grade levels (as determined by standardized testing and teacher analysis of student performance based on the Clayton CLOs). Other factors may include diagnoses of learning disabilities in reading comprehension and/or written expression.

## THE READING PROGRAM

The Reading Specialists serve as consultants for teachers and students, teach small group classes for specific strengthening of reading skills, and coach classroom teachers within the general course offerings. Many students who no longer require daily reading instruction can receive support from the Learning Center staff and strengthen their study skills. Some students may require more intensive support from the Special School District faculty if they have a reading disability. Any additional diagnostic assessment is directed through the Reading Specialists.

### ACADEMIC READING I & II

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9th - 12th Grade

Credit - 1/2 Elective credit per semester

Semester – 1 and/or 2

#### **Prerequisite: Reading Specialist approval**

This course is designed for the student who wants to improve reading comprehension skills and become a proficient reader at grade level. Small groups explore what 21st century reading encompasses and what proficient readers do when they read. Emphasis is made on including pleasure reading as well as content-related reading. Vocabulary building, making inferences, asking questions, summarizing, synthesizing, and visualizing are among some of the reading skills covered. Students will learn how to accelerate their reading, receive instruction in specific strategies and develop successful reading strategies.

## ENGLISH LANGUAGE LEARNERS

### ELL ENGLISH

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9th - 12th Grade

Credit – 1 English credit

Full Year (1/2 credit per semester)

#### **Prerequisite: Identified English Language Learner**

This course is designed to provide identified English Language Learners (ELL) with learning opportunities to develop English language skills in the areas of speaking, listening, reading, writing, grammar, and vocabulary. The curriculum is structured to meet the individual needs of English language students toward the goal of developing the level of English language proficiency necessary for academic success in high school and college. Learning experiences are designed for students based on their level of English language proficiency: Basic Beginner, High Beginner, Basic Intermediate, High Intermediate and Early-Advanced. Writing conferences with the teacher and peers are an integral part of the course. **(This course does not qualify for NCAA eligibility.)**

### ELL READING

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9th - 12th Grade

Credit - 1 elective credit

Full Year (1/2 credit per semester)

#### **Prerequisite: Identified English Language Learners**

This course is similar in structure to the ELL English course with a more intensive focus on reading and writing. The course is designed to meet individual needs of English language students toward the goal of developing the level of English proficiency necessary for academic success in high school and college. The course focuses on the structural analysis of words, patterns of usage (grammar and syntax), vocabulary development, and comprehension strategies through guided reading and writing practice. Writing conferences with the teacher and peers are an integral part of the course. **(This course does not qualify for NCAA eligibility.)**

