

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

Students in CHS English classes value the social nature and power of language. Classes build a reading and writing community where students share meaning, influence others' ideas, and create cultural connections with our shared literary heritage. CHS students learn that language is a tool for gathering information and a way to construct and disseminate knowledge, create beauty, and inspire others. Students learn to recognize and use the structures and conventions of language as well as learn to struggle with ambiguity; through such struggle thoughtful readers expand their personal perspectives and work to understand the unfamiliar. CHS English students value language as a tool for reflection and exploration of personal and intellectual concerns, and in doing so, become critical readers, writers and thinkers.

The department offers conferenced courses that 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. Honors/AP placement is determined by the English Department.

GRADE 9

College Prep English I*

Honors English I*
Academic Reading I***
Newspaper Writing**
Forensics**
EL English***
EL 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
EL English***
EL Reading***
College Prep English I/II-Credit Recovery
English III***

* One of these must be taken

** Non-Conferenced Courses

*** By teacher recommendation only

Bold = The typical choice for that grade level

GRADE 10

College Prep English II*

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

CONFERENCED COURSES

REQUIRED COURSES: College-Prep English I and II

HONORS ENGLISH I

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. Independent readers in Honors English I study these major works: Shakespeare's *A Midsummer Night's Dream* and *Romeo and Juliet*, Sophocles' *Oedipus the King* and *Antigone*, Homer's *Odyssey*, William Golding's *Lord of the Flies*, and Malcolm Gladwell's *The Tipping Point*. Students also read other plays, essays, poetry, and novels, often 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 I

9th Grade

Credit - 1 English credit

Full Year

This required course for ninth graders is designed to encourage students to think deeply and critically, broaden students' reading experience, develop composition and grammar skills, and improve oral communication skills. Students will be introduced to narrative, persuasive, analytical, and creative writing structures and will practice these skills though at least ten conferenced assignments. Students will design and deliver a persuasive speech as part of their study of the persuasive writing. Major works include Homer's *Odyssey*, William Golding's *Lord of the Flies*, William Shakespeare's *Romeo and Juliet*, and Malcolm Gladwell's *The Tipping Point*. Core literature is supplemented through other literature, possibly including Lorraine Hansberry's *A Raisin in the Sun*, Yan Martel's *Life of Pi*, and classic short stories, poems and essays. This course is designed to help move students toward independent reading of complex texts and thoughtful, purposeful writing.

ENGLISH I

9th grade

Credit – 1 English credit

Full Year

Prerequisite: By teacher recommendation only

English I is a course whose adapted and modified curriculum is 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 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 may be used as a designation for students who require modification in content, standards, and/or grading in the College-Prep English I course. Students enrolled in English I 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 title “English I” 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.

HONORS ENGLISH II

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 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*, *1984*, *The Catcher in the Rye*, nonfiction essays, *The Bible as/in Literature*, a variety of poetry and drama, and at least one Shakespearean play. Other works may include the memoir *Night*, Aristotle's *Poetics* and modern novels such as *A Thousand Acres* or *The Things They Carried*. 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.***

COLLEGE-PREP ENGLISH II

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*), *The Catcher in the Rye*, *1984*, and the memoir, *Black Boy*. Additional literature may include *Night*, *The Things They Carried*, *Things Fall Apart*, *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.

ENGLISH II

10th grade
Credit – 1 English credit
Full Year

Prerequisite: By teacher recommendation only

English II is a course whose adapted and modified curriculum is 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 II 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 II may be used as a designation for students who require modification in content, standards, and/or grading in the College-Prep English II course. Students enrolled in English II 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 title “English II” 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.

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. To assist in placement, students choosing semester-long electives, as opposed to the full-year electives, will be asked to choose four courses in order of preference. Every effort will be made to place the students in their preferred course(s).

HONORS AMERICAN LITERATURE

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.***

AMERICAN LITERATURE

11th - 12th Grade (11th recommended)

Credit - 1 English credit

Full Year

This college-preparatory course begins with the belief that students must become acquainted with the literature and culture of America. Students explore a variety of genres in order to become exposed to the major writers, periods, and themes of American literature. Of especial importance is seating the works of literature in their historical time periods, reinforcing the relationship between works of art and the cultural milieu that produces them; thus, students not only read major works such as *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, but also they appreciate the events and cultural practices that inspire and provoke those works. Major works are supplemented by varying choices, such as *The Scarlet Letter*, *The Awakening*, *Their Eyes Were Watching God*, *The Grapes of Wrath*, *The Tortilla Curtain*, and other selections. Students are required to write, conference, and revise a minimum of five compositions each semester.

TOPICS AND THEMES IN AMERICAN LITERATURE

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 year-long 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.

ENGLISH III

11th grade

Credit – 1 English credit

Full Year

Prerequisite: By teacher recommendation only

English III is a course whose adapted and modified curriculum is 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 American Literature 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 American Literature classroom.

English III may be used as a designation for students who require modification in content, standards, and/or grading in the American Literature course. Students enrolled in English III will be introduced to the same course content as those students in the American Literature curriculum. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level.

Using the course title “English III” 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.

AP ENGLISH LITERATURE

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 and 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

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 teach students to become critical 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 primarily nonfiction works as the texts for developing these skills. Through their reading in this course, students develop a sophisticated awareness as the way generic conventions and the resources of language contribute to effective writing. Consequently, students develop sophistication in their own writing as they respond to complex issues and ideas. Students are required to write, conference, and revise a minimum of five compositions each semester and to complete at least two independent reading assignments, in addition to group study of both book-length and shorter texts. Students will conduct a research study of a topic of their own choosing and formally present their findings. ***The course work begins with a written project synthesizing multiple texts to be completed in the summer before AP Language begins.***

SENIOR ENGLISH: SHAKESPEARE

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

11th - 12th Grade

Credit - 1/2 English credit

Semester – 1 and/or 2

In this survey course, students examine foundational British texts such as *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 will continue to refine their analytical writing skills as well as have the opportunity to respond creatively to this important literature. Students are required to write, conference, and revise a minimum of five compositions.

SENIOR ENGLISH: CONTEMPORARY WORLD LITERATURE

11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

This course spotlights great world writers whose works represent modern literary developments, characterize the thinking of a particular generation, and illuminate the human condition. Thematic focuses include the individual coping with historical social change, the absurdity of modern life, and the quest for justice in an increasingly complex world. Literary works include the foundational texts *All Quiet on the Western Front*, *Mrs. Dalloway*, and *Waiting for Godot* or *No Exit*. Students also study *Chronicle of a Death Foretold*, contemporary short stories by recent award-winning authors, and select short pieces by poets, essayists, and filmmakers. Each student completes an independent reading project, and writes and conferences five compositions.

SENIOR ENGLISH: ADVANCED COMPOSITION I

11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

Advanced Composition is a one-semester writing course for college-bound students who enjoy reading and who are interested in sharpening their composition skills before entering college. Students learn to write a variety of essays beyond literary analyses, including forms such as personal narration, definition, comparison, classification, and argumentation. This class emphasizes the art of revision, focusing on the formal study of usage and grammar, the mastery of rhetorical strategies, and the careful reading of texts as models. In this semester course, students will complete an independent reading assignment and plan, write, workshop, revise and conference five papers. **A student must earn at least a C- in Advanced Composition I to enroll Advanced Composition II.**

SENIOR ENGLISH: ADVANCED COMPOSITION II

11th - 12th Grade

Credit - 1/2 English credit

Semester 2

Prerequisite: Advanced Composition I, with a grade of C- or better

Advanced Composition II builds upon and moves beyond the skills studied and the essay forms learned in Advanced Composition I. For example, each student will research a contemporary issue, incorporating and properly documenting several outside sources into a persuasive essay. In addition, students will study longer and more complex types of literary analyses, such as poetry explication or an analysis using a particular critical lens. Students also complete an independent reading project and a formal presentation. Students will plan, write, workshop, revise and conference a total of five papers in this semester course.

SENIOR ENGLISH: GENRES IN WRITING & LITERATURE

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. This senior elective course culminates with a capstone, a writing portfolio. Through this portfolio, students broaden their voices as writers by writing, revising and publishing twenty or more pages.

SENIOR ENGLISH: MASS MEDIA

11th - 12th Grade

Credit - 1/2 English credit

Semester - 1 and/or 2

In this course, students explore the roles and effects of mass media in the contemporary world, considering the rights, responsibilities, and ethics of the media, and its economic, political, and social impacts. Mass Media is designed to teach students the skills to become critical consumers and creators of mass media messages. The class examines the media's historical role in American society, the nature and influences of advertising and public relations, the legal issues associated with mass communication, and the implications of current social trends and technological developments of mass communications. Students read and respond to a wide variety of journalism in contemporary magazines, newspapers, and blogs. Students complete an independent reading project around one or more nonfiction books. Furthermore, students create mass messages on various platforms. Students write, conference, and revise five papers in a semester.

SENIOR ENGLISH: FILM IN AMERICAN SOCIETY

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.

ENGLISH IV

12th grade

Credit – 1/2 English credit

Semester – 1 and/or 2

Prerequisite: By teacher recommendation only

English IV is a course whose adapted and modified curriculum is 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 senior electives 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 senior elective classroom.

English IV may be used as a designation for students who require modification in content, standards, and/or grading in the senior elective course. Students enrolled in English IV will be introduced to the same course content as those students in the senior elective curriculum. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level.

Using the course title “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.

NON-CONFERENCED COURSES

FORENSICS

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. Students participate in the research, writing, and presentation of material for competition in debate, public speaking, and/or oral interpretation of

literature. First quarter units will include close study of public speaking, oral interpretation, and debate. Following the first quarter, students will choose their own individual areas of focus. All students are required to compete in a forensics tournament held outside the regularly scheduled class time. First year students are required to compete in a minimum of four forensics tournaments during the year; varsity students are required to compete in a minimum of six forensics tournaments during the year. Students complete various long-term assignments individually and in small groups designed to prepare them for interscholastic competition. All students will play a major role in the preparation for and the production of the Clayton Fall Classic Speech and Debate Tournament. Competitive activities include public speaking (oratory, extemporaneous speaking, radio announcing), oral interpretation of literature (humorous interpretation, dramatic interpretation, duo interpretation, prose and poetry reading, storytelling) and debate (policy, public forum, Lincoln-Douglas). In addition, students may choose to present longer cuttings of literature that would be suitable for readers' theatre productions.

NEWSPAPER WRITING

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 CREDIT RECOVERY COURSES

COLLEGE PREP ENGLISH I/II–CREDIT RECOVERY

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.

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 about best practices for literacy instruction within the general course offerings. Many students who no longer require daily reading instruction can receive support from the reading specialists and 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

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 become a proficient reader. Small groups explore what it means to be a proficient reader in the 21st century. This exploration focuses on reading and analyzing challenging texts while supporting content class learning. The classes provide opportunities to examine and practice effective reading strategies including building a strong vocabulary; making inferences; asking questions; summarizing; synthesizing; and visualizing. Students learn how to accelerate their reading and develop successful reading strategies to support classroom learning. Research indicates the singular best way to improve reading proficiency is to provide students with time to read. This class provides that time in class.

ENGLISH LEARNERS

EL ENGLISH

9th - 12th Grade

Credit – 1 English credit

Full Year (1/2 credit per semester)

Prerequisite: Identified English Learner

This course is designed to provide identified English Learners (EL) 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.)**

EL READING

9th - 12th Grade

Credit - 1 elective credit

Full Year (1/2 credit per semester)

Prerequisite: Identified English Learners

This course is similar in structure to the EL 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.)**