

English



American Literature or American
Literature Honors
Grade 10



British Literature or British
Literature Honors
Grade 12

Advanced Placement English

ELECTIVES

African-American Literature
Grades 9-12

Creative Writing
Grades 9-12

Journalism
Grades 10-12

Advanced Journalism
Grade 11-12

Writing 104 – EEP
Grade 12

English 9 - full year - credits: 1

English 9 is a college preparatory course organized around essential questions and designed to develop students' proficiencies as readers and writers. The course is designed to further develop a student's reading, writing, speaking, listening, and viewing skills. The various genres of literature will be introduced, including the short story, the novel, non-fiction, poetry, and drama. Formal and informal writing assignments are designed to develop writing proficiencies named in the Grade Span Expectations (GSEs). Benchmark pieces will focus on the narrative essay culminating in the on-demand Certificate of Initial Mastery (CIM) task in the first semester. In the second semester students will produce the reflective essay culminating in the on-demand CIM task along with the research paper. Various texts in a range of genre will be used to develop GSE reading proficiencies, and an emphasis on presentations and group work will develop GSE oral communication proficiencies.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

English 9 Honors –full year-credits 1

This course is fundamentally the same in its structure and purposes as English 9, but the complexity of the texts selected and tasks assigned, and the pace of the class assume greater readiness for independent work from students who select it. Learning is assessed in a variety of ways including a compilation of a portfolio.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Foundations of Literacy 9 – full year – credits: 1

Foundations of Literacy 9 is a course designed to help students strengthen weaknesses in three basic areas: literature and reading, writing and composition, and speaking and listening skills in order to build proficiencies named in the Grade Span Expectations (GSE's). Within this course, students read appropriate high school materials (short stories, novels, poetry, non-fiction pieces, and drama) that are challenging and engaging in order to assist in improving comprehension and breadth of vocabulary knowledge and usage. Throughout the year, focus is given to improving grammar, mechanics, sentence structure, and paragraph development. Students will be responsible for multiple genres of writing, focusing on the narrative and reflective writing – of which students will be assessed by completing Certificate of Initial Mastery (CIM) tasks – as well as response to literature. Students will also work on development research skills in order to prepare a small research paper that will require students to research, interpret research, develop and maintain a thesis. Students practice and develop oral communication skills through group work and oral presentations.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Literacy Lab – full year – credits 1

Students in Literacy Lab will be reading different genres to improve reading comprehension. The course emphasizes reading skills and strategies to use when reading literature across the content areas to obtain meaning by making connections, making predictions, visualizing, questioning, inferencing, identifying story elements (setting, plot, and conflict), and summarizing. Critical thinking skills will be enhanced by comparing and contrasting story elements and making thematic connections.

Drama, poetry, and novels from the traditional canon will be chosen to complement studies in the English class. Narrative and reflective writing will be emphasized. The steps and process of writing a research paper will be introduced. Students will learn how to research, form an outline, identify important details, take notes, create a research paper, and work on oral presentation skills.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

American Literature - full year - credits: 1

This course will provide a thematic approach to American literature from Native American creation myths to the Contemporary Period. Through a careful investigation of the past and an analysis of the values of our modern, complex society, students attain an awareness of our American heritage. The students will consider the historical setting together with the literature of the period. Each student is expected to learn the techniques of literary analysis, discover themes, identify literary techniques and devices, and develop an understanding of various genres. A major goal is that the students learn to express their understanding of American literature in various genres of writing, especially literary analysis, in the GSEs. The integration of textual support both primary and secondary sources is emphasized. In addition, students continue to widen their breadth and usage of vocabulary; improve grammar, mechanics, and sentence structure; and develop speaking skills through a variety of oral projects and presentations. Skills and content are assessed through the creation of portfolio-worthy tasks and two on-demand Certificate of Initial Mastery (CIM) Tasks: a response to literature in the fall and a persuasive essay prompt in the spring.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

American Literature Honors - full year - credits: 1

This course is fundamentally the same in its structure and purpose as American literature, but the complexity of the texts selected and tasks assigned, and the pace of the class assume greater readiness for independent work from the students who select it. The course is offered at a rigorous pace and introduces complex ideas and themes. Class discussion is emphasized. Learning is assessed in a variety of ways, including the compilation of portfolio-worthy tasks

and two on-demand Certificate of Initial Master (CIM) Tasks: a response to literature in the fall and a persuasive essay prompt in the spring.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

World Literature – full year – credits: 1

This class provides thematic study of representative works of world literature from antiquity to the present. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions, including women's, minority, and ethnic literature from around the world. An important goal of the class is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. Parts of the Capstone will be embedded in the class for those who have not completed it. An extended task will be offered. (Note: for the 2008/2009 school year topics in American literature will be embedded.)

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

World Literature Honors – full year – credits: 1

This course is fundamentally the same in its structure and proposes as World Literature, but the complexity of the texts selected and tasks assigned, and the pace of the class assume greater readiness for independent work from students who select it. Complex ideas and themes will be addressed. Class discussion is emphasized. Learning is assessed in a variety of ways including a compilation of a portfolio, an extended Certificate of Initial Mastery task, and the Capstone (if not completed).

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

British Literature - full year - credits: 1

British Literature further refines their communication skills as they study many representative works of British literature. This course is offered at a rigorous and accelerated pace and introduces complex ideas and themes.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

British Literature Honors – full year – credits: 1

Students in British Literature Honors further refine their communication skills as they study many representative works of British and World literature. This course is offered at a rigorous and accelerated pace and introduces complex ideas and themes.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Advanced Placement English - full year - credits: 1

This course is designed to provide a learning experience equivalent to that of an introductory college course in English literature and to engage students in the careful reading and critical analysis of representative works of recognized literacy merit. Writing assignments focus on critical analysis of literature. This class utilizes texts, documents and a rigorous pace that correlate to the standards and expectations established by the College Board for Advanced Placement study in this discipline. A direct goal of this course is to help ensure success on the Advanced Placement Exam given in May. This exam may lead to college credit.

To receive an AP designation on their transcript, student must take the AP exam in May. A fee is required to take the AP exam. Students must commit to this by October 1.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate

ELECTIVES

African American Studies - half year - credits: .5

This course presents the student with an insight into the richness of African-American literature and African-American culture. This course was created with the belief that the study of African-American literature provides the student with an opportunity to better understand himself/herself as well as other cultures. This course begins with an overview of the history and literary development of African-Americans in the United States. This will acquaint the student with the issues, struggles, and triumphs of African-American authors that will help the student to better understand the literature itself. Writers studied include: Zora Neale Hurston, Langston Hughes, James Baldwin, Toni Morrison, Jean Toomer, Maya Angelou, Ralph Ellison, Nikki Giovanni, Malcolm X, and Martin Luther King, Jr.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Creative Writing – half year – credits: .5

This course is designed to introduce students to a style of writing that is different from traditional analytical writing. Students will be required to experiment and challenge themselves to write in varied forms. Students will be expected to keep a journal which compiles class assignments such as: journal prompts, free-writing exercises, descriptive, reflective, dramatic and narrative writings, and character sketches. Examples of major assignments include fiction, nonfiction, and poetry. Students will participate in collaborative writing, peer-editing, and revision. Additionally, students will be reading and analyzing literature in order to apply literary devices to their own writing.

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Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Journalism I - full year - credits: 1

Note: This course is open to all students in grades 10-12. An interest in and basic ability to write are necessary for success in this course.

This class produces the official school newspaper, The Wave. Aspiring journalists/reporters will learn interviewing and research techniques. They will produce reports, editorials, and features throughout the year. They will contribute to the production of a minimum of seven issues of The Wave. Meeting deadlines is an essential component for success in this course.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Advanced Journalism - full year - credits: 1

Note: We believe that successful completion of Journalism I is an essential foundation for those electing this course.

Students in this course act as the editors of the school newspaper, The Wave. They are considered role models to the Journalism I students. Students in Advanced Journalism are responsible for editing the paper, layout, and circulation as well as setting deadlines for and boosting morale among the staff. They produce and manage sections of the newspaper, a collection of reports, columns, photos, headlines, etc. Students will have to meet at least once a month for an hour out of school.

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Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills

Writing 104 (EEP) – half year – credits: .5

Writing 104 is a one semester course, offered in conjunction with the University of Rhode Island. This course is an intensive review of rhetorical techniques in writing to help students develop ability, confidence, and clarity in writing. Credits (3) are easily transferred to most colleges in and out of state. In addition, this course typically fulfills the freshman-writing requirement mandated by most colleges and universities. Writing 104 emphasizes the steps in the writing process, practice in the organization of ideas and language skills, and participation in writing workshop. Students will be required to write up to six complex essays, and to complete a presentation portfolio. (There will be a modest fee, approximately \$150.00, paid to the university for the assessment of college credit and issuance of a transcript.)

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills

Secondary: A3: Technology Literacy, S2: Demonstrate teamwork skills