

## **ENGLISH DEPARTMENT**

Four credits in English are required for graduation.

### **ENGLISH 9A/B (Grade 9)**

**1311/1312**

**.5 credit/.5 credit**

#### **1313/1314 – HONORS LEVEL**

This course integrates all the processes (reading, writing, listening, speaking, and viewing) and the contents (language and literature) in a thematic organization. Students experience texts of different genres and forms related to each theme and complete mandatory common tasks. Common tasks focus primarily on the writing process but also develops other language skills. Instruction in reading and writing strategies, grammar and vocabulary is integrated into every unit. All students begin the compilation of a high school “showcase” portfolio.

### **ENGLISH 10A/B**

**1321/1322**

**.5 credit/.5 credit**

#### **1323/1324 – HONORS LEVEL**

*Prerequisite: Attainment of the outcomes of English 9*

This course integrates all the processes (reading, writing, listening, speaking, and viewing) and the contents (language and literature) in a thematic organization. Students experience texts of different genres and forms related to each theme and complete mandatory common tasks. Common tasks focus primarily on developing listening and speaking skills but also address other language skills. Instruction in reading and writing strategies, grammar and vocabulary is integrated into every unit. All students continue and extend their high school “showcase” portfolios.

### **ENGLISH 11A/B**

**1331/1332**

**.5 credit/.5 credit**

#### **1333/1334 – HONORS LEVEL**

*Prerequisite: Attainment of the outcomes of English 10*

This course integrates all the processes (reading, writing, listening, speaking, and viewing) and the contents (language and literature) in a thematic organization. Students experience texts of different genres and forms related to each theme and complete mandatory common tasks. Common tasks focus primarily on critical reading and writing and research but also address other language skills. Instruction in reading and writing strategies, grammar and vocabulary is integrated into every unit. All students continue and extend their high school “showcase” portfolios.

### **AP ENGLISH 11 LANGUAGE AND COMPOSITION A/B (Grade 11)**

**1015/1016**

**.5 credit/.5 credit**

and peers. The course assumes that students already understand and use standard English grammar. At the end of the course students are prepared and should take the annual AP Examination and may receive college English credit or advanced preferential placement in English.

### **ENGLISH 12A/B (Grade 12)**

**1341/1342**

**.5 credit/.5 credit**

#### **1343/1344 – HONORS LEVEL**

*Prerequisite: Attainment of the outcomes of English 12*

This course integrates all the processes (reading, writing, listening, speaking, and viewing) and the contents (language and literature) in a thematic organization. Students experience texts of different genres and forms including film, magazines, and newspapers and complete mandatory common tasks. Common tasks focus primarily on developing practical and persuasive forms of communication, such as a college application essay. Instruction in reading and writing strategies, grammar and vocabulary is integrated into every unit. All students write reflections and complete their high school “showcase” portfolios.

**AP ENGLISH 12 LITERATURE AND COMPOSITION A/B (Grade 12)****1017/1018****.5 credit/.5 credit***Prerequisite: Attainment of the outcomes of English 11*

This program stresses practical application of the principles of rhetoric and the close study of a wide selection of challenging literature, both classical and contemporary. Students deepen their understanding of how literature communicates meaning through form and content by reading and discussing works representative of dominant literary genres and themes. Students increase their precision in thought and expression by applying methods of literary analysis; they also write and revise expository and argumentative essays frequently. At the end of the course students are prepared for and should take the annual AP Examination in English and may receive college English credit or advanced preferential placement in English.

**BASIC READING (RESOURCE CENTER ONLY)****1145****.5 credit**

Students who are more than two years behind in reading, according to state standards, may take this course upon recommendation of principal or designee. The course may be taken more than once for credit. Students receive instruction in reading strategies and study techniques necessary for mastery of basic literacy skills and for use in their content classes. Various reading materials are used to help students become more effective readers and acquire the functional reading skills necessary to meet MSDE functional reading requirements.

**ORAL INTERPRETATION AND MEDIA STUDY (FILM STUDIES) (Grades 11-12)****146202 – SECOND SEMESTER ONLY****.5 credit**

This is a one-semester course that is designed to investigate, view and analyze film from the perspective of history. Students learn to activate a cinematic vocabulary and read a film on many levels. Class time is devoted to an exploration of the history of film, a study of film genres (the western, film noir, the musical, the comedy, etc.) as well as a study and examination of the work of a film auteur. Students have the opportunity to critique, write about, and analyze film from both a critical and a cultural stance. Independent and group projects/presentations are an integral component of the course.

**PEACE STUDIES (Grades 11-12)****222501 – FIRST SEMESTER ONLY****.5 credit**

This course is a one-semester elective that focuses on the study of nonviolent force as practiced by selected current and past peacemakers. The course is a combination of readings in the philosophy of non-violent force, research into primary and secondary sources, discussions of various points of view, and extensive written assignments. Students use a wide variety of print and non-print sources in their search for the activities and impact of persons devoted to nonviolent change. Conflict resolution skills and techniques involve students in the practical applications of ideas learned in class.

**ROCKET CORPS (Grades 11-12)****781301/781601****SSL hours****.5 credit/.5 credit**

Rocket Corps is an internship course designed for students in upper grades who have satisfactorily achieved the goals and objectives of entry-level (or higher) courses in math, English, science, social studies or foreign language study. Rocket Corps interns assist the classroom teachers of these subject areas by helping students in need. They model study strategies, test taking skills, and student advocacy skills as instruction is unfolding. Rocket Corps interns earn service learning hours and internship credit, have the opportunity to reinforce their skills in preparation for future standardized tests (PSAT, SAT, ACT, TOEFL, etc.) and experience the feeling of accomplishment realized by helping another person. *Students must apply and be accepted into this program. See your counselor for more details.*

**ADVANCED COMPOSITION A/B (Grades 10-12)****1130/1135 – A ONE OR TWO SEMESTER COURSE****.5 credit/.5 credit**

This course is designed for students who enjoy creative writing and want to learn more about writing poetry, fiction, and drama. Students experiment with a variety of writing styles and forms – finding the writer's voice through interior monologue, dramatic monologue, dialogue; writing imagistic poetry and patterned poems; experimenting with narrative time and setting, etc. Students read a range of contemporary and traditional literary models as well as practice peer and self-evaluation. Students have the opportunity to explore personal writing through journals.

**SAT –I: VERBAL AND MATHEMATICS PREPARATION (Grades 11-12)**

**114201 – FIRST SEMESTER ONLY FOR SENIORS**

**114202 – SECOND SEMESTER ONLY FOR JUNIORS**

**.5 credit**

This one-semester course is designed to improve student achievement on both the verbal and mathematics components of the SAT-I. Student time is divided between study for the verbal sections and the mathematics sections of the SAT-I. Students acquire skills related to the SAT-I format and develop test-taking skills by taking released editions of the SAT-I under simulated test conditions. Students are provided with individual and group feedback about individual needs based on these tests. They keep a record of their performance on each of 5 practice tests and learn strategies for improving their individual scores. Strategies include anticipating and knowing the test content and format, deciding if any questions should be left unanswered, working rapidly without losing accuracy, guessing intelligently, knowing the directions and having them mastered, managing test anxiety, and other tips for standardized test taking. This course is also listed in the mathematics section.

**THEATER 1 (Grades 10-12)**

**6910 – FIRST SEMESTER ONLY**

**.5 credit**

This course offers a sampling of different aspects of the dramatic arts, including class participation in theater games and exercises, improvisation, and pantomimes. Students learn how to critique themselves and others. Also included in the course is information about the origins and development of theater.

**THEATER 2 (Grades 10-12)**

**6911 – SECOND SEMESTER ONLY**

**.5 credit**

*Prerequisite: Attainment of the outcomes of Theater 1*

Understandings and skills learned in Theater 1 are applied to production and performance. Students study fundamental script analysis, character development, and performance skills and processes. Beginning technical production skills also are studied, culminating in mounting and performing scenes. Studying the aesthetics and history of the theater, reading plays, and attending plays provide a balanced framework for application of theater criticism. Careers in acting and technical theater are discussed.

**TELEVISION PRODUCTION (Grades 9-11)**

**7860/7862**

**.5 credit/.5 credit**

This course introduces the fundamentals of television. Activities are centered on classroom work on television topics such as the history and technology of television, production fundamentals, commercial analysis, and studio “hands-on” experiences in the production of commercials. The course offers a combination of theory and practical experiences using technology with the opportunity for students to create their own productions. Field trips, guest lecturers, and multimedia experiences provide initial career awareness and exploration. Activities center around the exploration of major issues affecting television broadcasting, programming, and scheduling. In addition, advanced writing and production techniques for presentations in news broadcasting, documentary/magazine, interview/talk, education, children’s, comedy, game, and variety formats are covered. Students are also provided with extensive opportunities to explore careers throughout the media. Capstone experiences for selected students are provided through internships on a limited basis with local, public, and private television production studios.

**COMMUNICATIONS SYSTEMS TECHNOLOGY-RMBC (Grades 11-12)**

**5502/5503**

**.5 credit/.5 credit**

Communications Systems Technology is a course for students who enjoy the challenge of solving problems by using electronic and computer imaging, audio-video production, lasers and fiber optics, and satellite telecommunications. Solutions to problems are constructed using different technology processes and systems. Students build and use communications systems, explore emerging technologies, use multimedia to manipulate and code information, and solve problems dealing with communications technologies.

*Interview and approval by instructor are required. Prerequisite: Attainment of the outcomes of English 10*

This course is designed for the highly motivated student who wishes to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students 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 effectiveness in writing. Students write essays that proceed through several stages or drafts, with revision aided by teacher