

English 1

English

Texts	<i>The Old Man and the Sea, The Catcher in the Rye, Fences, The Lord of the Flies, Tempest, Antigone</i> , selected short stories and poetry
Course Overview	Using a variety of literary works, students will develop the foundation of their reading and writing skills. Students will be introduced to analytical, research-based, and creative writing. Further, students are challenged to refine their analytical and creative writing skills after mastering their use of vocabulary and grammar.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze texts by using annotation and close-reading skills. • Identify literary and poetic elements and explain how the devices are used to enhance the text. • Empathize with characters to broaden their cultural awareness. • Experiment with several types of writing including analytical, creative, and research writing to establish their voice. • Research tools and resources to give authority to their writing. • Explore the English language to build a vibrant vocabulary to add clarity to their writing. • Formulate a thesis statement and related topic sentences as the basis of a five-paragraph essay. • Foster their independent/critical thinking. • Improve their organization, time management, and listening skills. • Listen to the opinions of their classmates as a guide to developing their own ideas. • Master the rules of grammar to meet their rhetorical goals. • Revise essays to meet their writing goals.
Assessments	<p>Analytical, creative, and research writing assignments Read, discuss, and analyze text with evidence Vocabulary and grammar quizzes Unit tests Weekly formal writing exercises</p>
Sample Activities	<p>Research literary analysis using databases and creating a Works Cited using NoodleTools Greek tragedy trial Quiz Bowl Collaborative research and analysis poetry project Character body mapping Character role playing Author interviews</p>
Technology	<p>Blog book reviews Discussion boards</p>

	Book scavenger hunts Webquest NoodleTools Database Document camera for teaching annotation
Other Notes	We strive to instill in our students an appreciation of independent reading. We also build the confidence of our students as they work to take ownership of their ideas.

English 1 Honors

English

Texts	<i>The Old Man and the Sea, The Catcher in the Rye, Fences, The Lord of the Flies, The Tempest, Antigone, A Lesson Before Dying, Slaughterhouse Five</i> , selected short stories and poetry
Course Overview	Using a variety of literary works, students will develop the foundation of their reading and writing skills. Students will be introduced to analytical, research-based, and creative writing. Students are challenged to refine their analytical and creative writing skills after mastering their use of vocabulary and grammar. Furthermore, Honors students are expected to meet higher standards regarding how they develop throughout the academic year.
Skills Taught	<p>The Honors student will be able to:</p> <ul style="list-style-type: none"> • Analyze texts by using annotation and close-reading skills. • Identify literary and poetic elements and explain how the devices are used to enhance the text. • Empathize with characters to broaden their cultural awareness. • Experiment with several types of writing including analytical, creative, and research writing to establish their voice. • Research tools and resources to give authority to their writing. • Explore the English language to build a vibrant vocabulary to add clarity to their writing. • Formulate a thesis statement and related topic sentences as the basis of a five-paragraph essay. • Foster their independent/critical thinking. • Improve their organization, time management, and listening skills. • Listen to the opinions of their classmates as a guide to developing their own ideas. • Master the rules of grammar to meet their rhetorical goals. • Revise essays to meet their writing goals. • Develop awareness of his/her abilities as an English student.
Assessments	Analytical, creative, and research writing assignments Read, discuss, and analyze text with evidence Vocabulary and grammar quizzes Unit tests Weekly formal writing exercises Semester portfolios of critical writing Self-reflection/evaluation
Sample Activities	Research literary analysis using databases and creating a Works Cited using NoodleTools Greek tragedy trial Quiz Bowl Collaborative research and analysis poetry project

	<p>Character body mapping</p> <p>Character role playing</p> <p>Author interviews</p>
Technology	<p>Blog book reviews</p> <p>Discussion boards</p> <p>Book scavenger hunts</p> <p>Webquest</p> <p>NoodleTools</p> <p>Database</p> <p>Document camera for teaching annotation</p>
Other Notes	<p>We strive to instill in our students an appreciation of independent reading. We also build the confidence of our students as they work to take ownership of their ideas. We challenge our Honors student to think of themselves not only as scholars in the discipline, but also as leaders of the school.</p>

English 2

English

Texts	<i>Lords of Discipline</i> ; Selected Early American texts; <i>The Crucible</i> ; <i>The Great Gatsby</i> ; <i>Comprehensive Survey of American Poetry</i> ; Selected Romantic/Transcendental texts with an emphasis on Emerson, Thoreau, Whitman, and Dickinson; <i>All The Pretty Horses</i> ; <i>The Things They Carried</i> .
Course Overview	English 2 emphasizes mastery of advanced multi-paragraph analytical writing forms while also exploring an array of personal and creative writing. The texts are derived from the American Canon, and major projects include intensive research unit that culminates in a final essay focused on texts of the student’s choice (with teacher approval).
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate mastery of grammar knowledge as it pertains to sentence construction with an emphasis on phrasing and clause making. • Understand and broaden discipline and genre-specific vocabularies • Formulate strong arguments, nuanced thesis statements, and organized paragraphs with ample concrete detail and commentary • Analyze an array of genres as well as visual and print media for deeper meaning and critical insight • Close-read texts to formulate critical thinking and writing strategies • Organize multiple deadlines over the course of each quarter and semester. • Connect material both to their own lives as well as the English curriculum and other departments’ curricula • Interpret a wide range of literary texts and writing styles • Experiment with student-centered invention, composition, and revision strategies.
Assessments	<p>Vocabulary and Grammar Quizzes</p> <p>Unit tests that include comprehensive multiple choice, fill-in-the-blank, short answer, matching & essays.</p> <p>Take-home tests</p> <p>In-class and take-home essays.</p> <p>Class presentations.</p>
Sample Activities	American Dream Mapping; Literacy Narratives, Reflective journaling; thesis building workshops; essay revision workshops; Great Gatsby parties; Crucible trials; Poetry contests; Transcendental journals and nature walks.

Technology	Presentation tools such as (but not limited to) Power Point and Prezi.com Online Portal Film (full-length and Youtube) Podcasts or Radio usage (such as NPR) Discussions via iChat, Blog, or other discussion boards Research using online databases Use of NoodleTools Flip Cameras & iMovie
Other Notes	Course establishes in students' minds the idea of the American Dream and then integrates that idea all year long.

English 2 Honors

English

Texts	<i>Lords of Discipline</i> ; Selected Early American texts; <i>The Crucible</i> ; <i>The Great Gatsby</i> ; <i>Franny and Zooey</i> ; Comprehensive Survey of American Poetry; Selected Romantic/Transcendental texts with an emphasis on Emerson, Thoreau, Whitman, and Dickinson; <i>All The Pretty Horses</i> ; <i>The Things They Carried</i>
Course Overview	English 2 Honors emphasizes mastery of advanced multi-paragraph analytical writing forms while also exploring an array of personal and creative writing. The texts are derived from the American Canon, and major projects include intensive research unit that culminates in a final essay focused on texts of the student’s choice (with teacher approval). The Honors level aims to challenge students’ abilities and levels of effort and to more quickly allow students personal freedoms in their writing.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate mastery of grammar knowledge as it pertains to sentence construction with an emphasis on phrasing and clause making • Understand and broaden discipline and genre-specific vocabularies in addition to developing a strong Greek/Latin root-based vocabulary knowledge • Formulate strong arguments, nuanced thesis statements, and organized paragraphs with ample concrete detail and commentary, breaking free of the traditional formulaic structure and focusing on advancing the individual students’ voices • Analyze an array of genres as well as visual and print media for deeper meaning and critical insight • Close-read texts to formulate critical thinking and writing strategies • Develop discussion skills, utilizing a variety of classroom discussion techniques to advance students’ comfort levels • Organize multiple deadlines over the course of each quarter and semester • Connect material both to their own lives as well as the English curriculum and other departments’ curricula • Interpret a wide range of literary texts and writing styles • Experiment with student-centered invention, composition, and revision strategies
Assessments	<p>Weekly formal, brief reading responses Vocabulary and Grammar Quizzes Unit tests that include comprehensive multiple choice, fill-in-the-blank, short answer, matching & essays. Take-home tests In-class and take-home essays. Class presentations.</p>

	Passion Projects that ask students to engage with the text in a form with which they are passionate (sculpture, film, animation, music, etc.)
Sample Activities	American Dream Mapping; Literacy Narratives, Reflective journaling; thesis building workshops; essay revision workshops; Great Gatsby parties; Crucible trials; Poetry contests; Transcendental journals and nature walks; character interactions (student acting); Inner/Outer-Circle Discussions
Technology	Presentation tools such as (but not limited to) Power Point and Prezi.com Online Portal Film (full-length and Youtube) Podcasts or Radio usage (such as NPR) Discussions via iChat, Blog, or other discussion boards Research using online databases Use of NoodleTools Flip Cameras & iMovie
Other Notes	Course establishes in students mind the idea of the American Dream and then interrogates that idea all year long.

English 3

English

Texts	<i>The Kite Runner</i> ; selections from <i>Beowulf</i> ; <i>Macbeth</i> ; <i>Frankenstein</i> ; Junior Research texts (chosen by students with teacher approval); Victorian Unit (19 th century British novel of teacher's choice); <i>The Importance of Being Earnest</i> ; 1984
Course Overview	This course emphasizes analytical writing that moves beyond the standard five-paragraph essay and encourages students to begin to develop a personal voice. The literature focuses on British and World Literature, and major projects include an intensive research unit that culminates in a final essay focused on texts of the student's choice (with teacher approval).
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Research traditional and technological resources for information and criticism on 19th and 20th century literary works • Synthesize a wide array of critiques and opinions on a given work/topic • Analyze visual and print media for deeper meaning and critical insight • Close-read texts to formulate critical thinking strategies • Persevere through multiple deadlines over a semester • Connect material both to their own lives as well as the English curriculum and other departments' curricula • Interpret a wide range of literary texts and writing styles • Infer, explore, and express • Organize invention, composition, and revision strategies within multi-month, multi-deadline frameworks • Formulate strong arguments and thesis statements
Assessments	Vocabulary and Grammar Quizzes Research & Use of Proper MLA Citation Close Reading expressed through clear, concise analytical writing of short stories, plays, poetry, and novels Comprehensive Multiple Choice, Fill-in-the-Blank, Short Answer, Matching & Essays Class Presentations
Sample Activities	Inner/Outer Circle Discussions of Texts Close Reading & Response to specific, short passages Extensive Research in Library Writing of Analytical and Research-based papers Tactile Activities Creative Writing
Technology	Prezi.com Online Portal Film (full-length and Youtube)

	Podcasts or Radio usage (such as NPR) Discussions via iChat, Blog, or other discussion boards Research using online databases Use of NoodleTools Flip Cameras & iMovie
Other Notes	Encourage students to find works that they personally enjoy reading in order to cultivate life-long readers

English 3 Honors

English

Texts	<i>The Odyssey; The Oresteia; The Kite Runner</i> ; selections from <i>Beowulf</i> ; Selections from <i>Canterbury Tales; Macbeth; Frankenstein</i> ; Junior Research texts (2 novels; 2 major poets; multiple scholarly sources; all chosen by students with teacher approval); <i>Madame Bovary</i> ; a wide and diverse selection of Elizabethan, Cavalier, Metaphysical, Augustan, Romantic, Victorian, Modern and Contemporary poetry; <i>The Importance of Being Earnest</i> ; 1984
Course Overview	English 3-H emphasizes close reading, critical thinking, and writing that moves beyond the standard five-paragraph essay and into the realms of the scholarly essay, the personal reflection, and the autobiographical narrative. The literature focuses on British and World Literatures, and major projects include two intensive research units that culminate in two final essays (one fall, one spring) focused on texts of the student's choice (with teacher approval).
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Research traditional and technological resources for information and criticism on 19th and 20th century literary works • Synthesize a wide array of critiques and opinions on a given work/topic • Analyze visual and print media for deeper meaning and critical insight • Close-read texts to formulate critical thinking strategies • Persevere through multiple deadlines over two semesters • Connect material both to their own lives as well as the English curriculum and other departments' curricula • Interpret a wide range of literary texts, writing styles, and genres • Infer, explore, and express • Organize invention, composition, and revision strategies within multi-month, multi-deadline frameworks • Formulate strong arguments and multi-faceted thesis statements
Assessments	Vocabulary and Grammar Quizzes Research & Use of Proper MLA Citation Close Reading expressed through clear, concise analytical writing of short stories, plays, poetry, and novels Comprehensive Multiple Choice, Fill-in-the-Blank, Short Answer, Matching & Essays Class Presentations
Sample Activities	Inner/Outer Circle Discussions of Texts Close Reading & Response to specific, short passages Extensive Research in Library Writing of Analytical and Research-based papers Sustained reflective writings and autobiographical/intellectual biography

	Tactile Activities Creative Writing
Technology	Presentation tools such as (but not limited to) Power Point and Prezi.com Online Portal Film (full-length and Youtube) Podcasts or Radio usage (such as NPR) Discussions via iChat, Blog, or other discussion boards Research using online databases Use of NoodleTools Flip Cameras & iMovie
Other Notes	3H is a course designed for students who love English and, as such, it attempts to introduce them to the lifelong, multi-layered “conversation” that is critical reading, writing, and thinking.

Contemporary Literature

English

Texts	<i>The Book Thief</i> , Markus Zusak; <i>The Things They Carried</i> , Tim O'Brien
Course Overview	Reading and analyzing contemporary literature to better understand the art of storytelling through historical fiction, extended metaphor, point of view, voice, theme, tone, language, and self.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Close-read for deeper meaning, nuances and context • Analyze the literature by cross-referencing with supplemental secondary texts (short stories, poems, memoirs) • Appreciate historical context and various perspectives of war in literature • Connect theme, tone, character to overall plot and purpose • Develop original voice from a unique vantage point • Describe setting, character, mood and meaning • Discuss stories constructively • Empathize with character • Explore diverse voices and styles • Narrate original creative writing pieces and at times, mimic the voices of published authors • Question intention of author, purpose, and feelings the audience digests after reading a story
Assessments	<p>Analytical essays Original short story Quizzes Objective tests Journals</p>
Sample Activities	<p>Students will write short creative pieces from the perspective of unusual narrators inspired by <i>The Book Thief's</i> narrator, Death. Analytical paper—Students will analyze the role of fiction in history by drawing connections between the two novels.</p>
Technology	<p>Blogging You Tube Portal (Calendar, Weekly Schedule, Discussion posts, class handouts...) Wireless projector</p>
Other Notes	<p>One-on-one conferences Discussion circles</p>

Short Fiction

English

Texts	Class anthology with a collection of American and International short stories
Course Overview	Reading and analyzing short fiction to better understand voice, theme, tone, language, and self.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze short stories using SIFTT/DIDLS/TPCASSTT (AP analysis strategies taught to analyze stories) • Appreciate various voices captured and portrayed in literature • Close-read for deeper meaning and context • Connect theme, tone, character to overall plot and purpose. • Describe setting, character, mood and meaning • Discuss stories constructively • Empathize with character • Explore diverse voices and styles • Listen to each other in discussion, rather than talking over, while discussing stories. Listening to the voices in literature. • Narrate original short fiction and at times, mimic the voices of published authors • Question intention of author, purpose, and feelings the audience digests after reading a story
Assessments	<p>Analytical essays Original short story Quizzes</p>
Sample Activities	<p>Filming an interpretation of Julio Cortazar's <i>Continuity of Parks</i> Drawing scenes as they are heard on NPR's <i>Short Shorts</i></p>
Technology	<p>Blogging You Tube Portal Wireless projector</p>
Other Notes	<p>Paper conferences Discussion circles</p>

Writing Workshop

English

Texts	<i>Year of Magical Thinking</i> by Joan Didion, <i>Conquering the College Admissions Essay in 10 Steps</i> by Alan Gelb <i>A Pocket Style Manual</i> by Diana Hacker
Course Overview	Develop voice as writers/narrators of our own life stories Develop knowledge of usage, grammar, and punctuation Develop a knowledge and balance of analytical and creative writing
Skills Taught	The student will be able to: <ul style="list-style-type: none"> • Analyze narrative works to better model when writing the personal essay • Articulate personal stories through clear concise voice and purpose • Connect with an audience of peers, teachers, and admissions panels through narrative voice • Edit and proofread for clarity and strength • Formulate and convey ideas to grab the reader's interest • Imagine new ways to tell old stories • Narrate clearly and concisely • Revise again and again to produce polished pieces of writing • Share openly and learn professional ways to critique rather than criticize • Write with purpose to reveal self through narration
Assessments	Grammar/usage quizzes/tests 5 major essays: summer reading, person, place, experience, and final
Sample Activities	Watching/discussing/blogging about <i>This American Life</i> Reading newspaper articles for diction, syntax, voice and analysis Reading segments from fellow writers and discussing quote integration
Technology	You Tube Wireless projector Document camera Blogs Portal/school web page
Other Notes	Paper conferences to edit/discuss voice College essay help/tutorial

English 4 AP English

Texts	<i>Invisible Man, Wuthering Heights, Grendel, Heart of Darkness, Old School, Siddhartha</i> , selections from <i>Paradise Lost, Hamlet, Death of a Salesman</i> , selected short stories, selected poems, selections in satire
Course Overview	Emphasis on the careful reading and critical analysis of American, British, and world literature; instruction and practice in writing expository, analytical, and argumentative essays about literature, emphasizing advanced elements of style
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Close-read a variety of written works of poetry and prose • Analyze prose and poetry for tone • Identify elements of style and literary devices • Discuss literary works • Support interpretations with salient evidence from the text • Research literary criticism • Document a literary analysis according to MLA style • Formulate a thesis statement • Write, organize, evaluate, and revise a thesis-directed composition • Appreciate the beauty of literary works • Compare and contrast literary works • Synthesize ideas found in multiple literary works • Connect literature to historical settings and events, current events, and personal experiences • Empathize with literary characters and the situations in which they find themselves • Acquire extensive vocabulary from reading • Demonstrate control of grammatical elements and standard conventions
Assessments	<p>Write papers of literary analysis outside of class and in class (timed)</p> <p>Close-read and argue an interpretation of a poem, play, novel, short story with support from the text</p> <p>Vocabulary quizzes</p> <p>Identify and use appropriate literary terms</p>
Sample Activities	<p>Practice writing about prose and poetry in a timed setting using AP prompts</p> <p>Group analysis and interpretation of literary works</p> <p>Class discussions of literary works</p> <p>Practice peer editing strategies and revision</p> <p>Practice objective tests in reading and analyzing poems and prose</p>
Technology	PowerPoint; applicable YouTube performances, films, and contemporary music. Familiarity with library databases.
Other Notes	Enjoy reading and discussing literary works

Creative Writing English

Texts	A variety of poems and short stories from American and international authors and poets
Course Overview	A class to inspire creative writing through use of the five senses, deep thinking, close reading, and open discussion while exploring the voices of fellow students and professional authors.
Skills Taught	The student will be able to: <ul style="list-style-type: none"> • Appreciate creative voice in peers • Articulate ideas clearly and creatively through prose and poetry • Connect theme, tone, mood, and character in stories • Create polished portfolio pieces to use in writing competitions • Discover power in writer's voice and that of peers • Experiment with character, setting, and style • Express ideas clearly and concisely • Imagine new settings, new characters, and new stories • Inspire peers through words • Revise and edit, again and again • Write, and master writing for self (not just publication)
Assessments	Original poems, short stories, songs and a final portfolio
Sample Activities	Writing memories from photographs Watching clips from movie scenes and writing the rest of the scene maintaining character voice Creating poems from surrounding nature by listing
Technology	You Tube Blogging National Archives on-line photo gallery tours Podcasting Wireless projector PowerPoints Portal
Other Notes	Prerequisite for Advanced Creative Writing

Advanced Creative Writing English

Texts	<i>Ploughshares</i>
Course Overview	To learn the art of selecting, editing, and producing an award-winning literary magazine as part of a team while enhancing and refining personal creative writing skills
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Close-read student submissions to qualify entries for <i>Light & Shadow</i> • Compare and contrast, using a keen eye and ear to analyze literary works • Contribute to class discussion and to the literary magazine • Cooperate with each other as an editorial team to produce an award-winning publication • Create polished portfolios of original prose and poetry • Critique peer work, not criticize, and learn the difference • Discuss literature and how it works on the page • Edit, revise, and polish • Organize effectively for production purposes • Prioritize to meet deadlines, selecting quality over quantity • Write, write, and write some more
Assessments	Portfolio, polished piece for <i>Light & Shadow</i> entry, completion of editing tasks for <i>Light & Shadow</i>
Sample Activities	<p>Think of this sentence: X is in conflict with Y about Z. Now, improvise the scene defining X, Y, and Z. Create discussion circles for blind submission selection Present <i>Light & Shadow</i> in Chapel</p>
Technology	<p>PowerPoint Word Blogging Wireless Projector Portal You Tube</p>
Other Notes	Must have met Creative Writing prerequisite