

## ENGLISH DEPARTMENT

The study of English includes the development and application of: speaking and listening, reading and writing, viewing and communicating skills. The primary purpose of the English program is to develop students who demonstrate high levels of proficiency and fluency in these interdependent components. Moreover, the English program provides meaningful and challenging opportunities for students to become reflective, critical, and analytical thinkers.

**Four credits in English are required.** All students must complete one credit in American Experience (note that Introduction to College English meets the American Experience requirement) and one credit in World Literature (note that British Literature and Advanced Placement English meet the World Literature requirement). The course selections prepare students to enter college, pursue other formal education, or seek employment directly after high school. Levels of courses differ in pace, manner of presentation, and some content. Additional credits towards graduation may be taken in electives.

### GRADE 9:

- 131 Foundations of English – *Honors*
- 132 Foundations of English – *Accelerated*
- 133 Foundations of English – *Standard*

### GRADE 10:

- 151 American Experience – *Honors/Pre-AP*
- 152 American Experience – *Accelerated*

All students must select at least one of the following OR Advanced Placement English: please note that the honors level is only available to juniors and those seniors who are taking an honors English course for the first time. Students who have received credit in honors English should take either Advanced Placement English course as seniors.

### GRADE 11/12:

- 121 World Literature – *Honors*
- 122 World Literature – *Accelerated*
- 150 AP English Language – *College*
- 162 British Literature – *Accelerated*
- 142 Introduction to College English – *Accelerated (Grade 12) \*placement in this class is determined by test results*
- 170 AP English Literature – *College (Grade 12)*

### GRADES 11/12 ELECTIVES:

- 166 Psychology in Literature – *Accelerated*
- 174 Silenced Voices – *Accelerated*
- 175 Silenced Voices – *Standard*
- 182 Public Speaking – *Accelerated*
- 186 Creative Writing – *Accelerated*

## GRADE 9 ENGLISH

### FOUNDATIONS OF ENGLISH

This course focuses on developing and refining the skills necessary to read and respond critically and to write well for a variety of purposes and audiences. The class uses individual and collaborative learning experiences to introduce freshmen to the characteristics of poetry, drama, nonfiction, the novel, and the short story. Students will demonstrate their creative and critical thinking skills through oral and written expression that includes journals, narrative, explanatory, and argumentative essays.

- 131 FOUNDATIONS of ENGLISH**
- 132 FOUNDATIONS of ENGLISH**
- 133 FOUNDATIONS of ENGLISH**

- Honors 1 Credit**
- Accelerated 1 Credit**
- Standard 1 Credit**

## GRADE 10 ENGLISH

### AMERICAN EXPERIENCE

American Experience offers students an in-depth study of American literature from post-Civil War to contemporary American literature. This course continues the focus on developing and refining the skills necessary to write well for a variety of purposes and audiences. In addition, there is a focus on the development of the ability to read and respond critically to a range of genres: novels, poetry, short stories, and plays. Texts have been selected on the basis of how they are “American” texts and how they address the notion and pursuit of the “American Dream”. Students will demonstrate their creative and critical thinking through collaborative and independent activities culminating in oral and written expression that includes journals, narrative, explanatory, and argumentative essays.

**151 AMERICAN EXPERIENCE**

**Honors /Pre-AP**

**1 Credit**

**152 AMERICAN EXPERIENCE**

**Accelerated**

**1 Credit**

## GRADE 11 & 12 ENGLISH

### 150 ADVANCED PLACEMENT ENGLISH LANGUAGE /UConn ECE

**College**

**1 Credit**

This course will prepare students for the Advanced Placement English Language and Composition examination and is also a part of the Early College Experience program at the University of Connecticut. The expectation of the university is that students in ECE are mature and capable of doing university-quality work while still in high school. Students who meet UConn’s requirements will receive four credit hours. Students will receive instruction in academic writing through close reading and analysis of writing from a variety of time periods and disciplines. Special attention will be given to the work of Nobel Prize winning authors. Written assignments will emphasize interpretation, argumentation, and reflection. In completing these assignments, students will hone their own writing processes through extensive revision and with instruction featuring grammar, mechanics, and style. The criteria for completing this course is the compilation of personal writings into a portfolio totaling a minimum of 30 publishable pages, the composition of a research paper, and the completion of an in-class final essay examination.

Students may enroll in the class for high school credit only, or for high school and college credit at the University of Connecticut. Students who elect to register for the class at UConn may incur a small fee payable to the university. Students who meet the university’s requirements at the end of the course will earn college credit.

### WORLD LITERATURE

To meet graduation requirements, students must have one credit in either: World Literature, British Literature, or Advanced Placement English. The honors sections of this course are only available to juniors and seniors taking an honors level English course for the first time. In the World Literature courses students study read and respond critically to literature from Europe, Asia, Africa, and/or Latin America that reflects universal ideas.

Through the lens of world writers students will examine multiple perspectives on a variety of issues in order to develop their own understanding of themselves and their relationship to the world. Students will write well for a variety of purposes and audiences with emphasis on modes required in college: argumentative, expository, research. The class uses individual and collaborative experiences, allowing students to build these skills.

**121 WORLD LITERATURE**

**Honors/Pre-AP**

**1 Credit**

**122 WORLD LITERATURE**

**Accelerated**

**1 Credit**

**162 BRITISH LITERATURE**

**Accelerated**

**1 Credit**

This course includes a chronological study of British Literature from the Anglo-Saxon period through the present. It incorporates the reading of plays, short stories, novels, and poetry. In addition, students will write well for a variety of purposes and audiences with emphasis on modes required in college: argumentative, expository, research. The class uses individual and collaborative experiences, allowing students to build these skills.

**British Literature will satisfy the World Literature requirement.**

**142 INTRODUCTION TO COLLEGE ENGLISH**   **Accelerated** **1 credit**  
Seniors are assigned to this course based on the results of the test taken in the spring of their junior year. This course is designed to prepare students for the academic rigor of college courses. Students will strengthen their critical reading and writing skills that are required across the disciplines. Students will focus on the understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students will read texts critically, write thesis-based essays, and use reflection as a bridge to academic self-improvement. Students will read a variety of fictional and nonfictional texts. They will write papers and present their findings through class seminars and formal presentations. The class uses individual and collaborative experiences, allowing students to build these skills.

This course has been developed through a partnership with instructors from Tunxis Community College (TxCC) and Central Connecticut State University (CCSU). Successful completion of this course, including written samples and reflections that demonstrate grade-level expectations, may result in exemption from developmental, non-credit courses at both TCC and CCSU. There will be NO exemptions for either exam.

**Introduction to College English will satisfy the American Experience requirement.**

**170 ADVANCED PLACEMENT ENGLISH LITERATURE/UCONN ECE**   **College** **1 Credit**  
This class prepares students for the Advanced Placement Literature and Composition Examination offered in the spring and is also a part of the Early College Experience program of the University of Connecticut. The expectation of the university is that students in ECE are mature and capable of doing university-quality work while still in high school. Students who meet UConn's requirements will receive four credit hours. The course focuses on expository writing with an emphasis on critical thought and interpretation. Writing assignments relate to poetic and prose works of literary merit and include a major research paper and other writings totaling a minimum of 30 publishable pages. Mid-term and final examinations are required of all students. Students may enroll in the class for high school credit only, or for high school and college credit at the University of Connecticut. Students who elect to register for the class at UConn may incur a small fee payable to the university. Students who meet the university's requirements at the end of the course will earn college credit. (Meets World Lit Requirement)

## ENGLISH ELECTIVES

**166 PSYCHOLOGY IN LITERATURE**   **Accelerated** **½ Credit**  
This course will explore the connection between psychological theory and literature and will focus on developing and refining the skills necessary to read and respond critically and to write well for a variety of purposes and audiences with emphasis on modes required in college: argumentative, expository, research. Additionally, the course will focus on works in which characters confront the need to integrate self and deepen their relationship with society. A range of psychological issues that are found in literature will be explored: depression, fear, delusion, self-actualization, memory, social processes, and other. Students will read a variety of literary texts along with texts from the fields of psychology. The class uses individual and collaborative experiences, allowing students to build these skills.

**174 SILENCED VOICES**   **Accelerated** **½ Credit**  
Through research and analysis of challenged/banned books, students will explore the ethical, legal, and cultural implications of censorship. The course will use this lens to help students develop the skills necessary to read and respond critically. In addition, students will write well for a variety of purposes and audiences with emphasis on modes required in college: argumentative, expository, research. The class uses individual and collaborative experiences, allowing students to build these skills.

**186 CREATIVE WRITING**   **Accelerated** **½ Credit**  
Through both reading and writing, students study the craft and process of writing. In a workshop setting, students compose short stories, poetry, plays, and narrative essays as they create personal portfolios.

**182 PUBLIC SPEAKING**  **Accelerated** **½ Credit**  
Grades 10, 11, and 12  
Using a workshop setting, students examine the two main aspects of public speaking: the composition of speeches and the techniques for their effective delivery. Students learn organizational strategies to apply when writing autobiographical, informational, instructional, and persuasive pieces. To provide the foundation for these speeches, students research information using print and non-print resources. In addition, students practice effective presentation skills, incorporating the use of technology.

**196A PUBLICATIONS 1****Accelerated****½ Credit****Elective credit only, Grades 10, 11, and 12**

Students in this class plan, design, and produce the *Beehive*, the school yearbook. Students learn about photojournalism and use their previous training in graphic design to create the yearbook. The production of the yearbook begins in the fall semester. Activities include: developing a theme, planning the essential coverage of the school, selecting a photography studio, organizing the senior portrait sessions, scheduling the underclass portraits, and developing a rough ladder diagram.

**196B PUBLICATIONS 2****Accelerated****½ Credit****Elective credit only, Grades 10, 11, and 12**

During the spring term production includes: laying out pages on the computer, planning and taking photographs, writing copy, proofreading, recruiting next year's Publications staff, and communicating with staff and students to create a book that captures the school year in a positive and creative light.

**SUPPLEMENTAL PROGRAMS**

Students do not choose supplemental courses. Students are placed in the supplemental courses based on assessment results, teacher recommendations, and need.

**R180S READ 180****Standard****1 Credit****Elective credit only, Grades 9, 10**

READ 180 is an intensive reading program. The program assesses and addresses individual needs through adaptive instructional software, high-interest texts, and direct instruction in reading and writing skills.

**137A CLINICAL READING INTERVENTIONS****Standard****1 Credit****Elective credit only****135A READING INTERVENTIONS****Standard****1 Credit****Elective credit only, Grade 10**

This course will provide students with the opportunity to improve their reading skills through a variety of activities. Students will read a range of texts in varying levels of complexity in order to increase their reading comprehension skills.