

English

The English Department is committed to helping every student attain maximum effectiveness as both a sender and receiver of language communication. Our commitment is based on the premise that language is the key which unlocks a student's potential. Challenging reading and writing experiences are an integral part of every course; in addition to these, formal speaking, discussion, research, and organization skills are developed through the English program.

Students are recommended for Survey courses on the basis of teacher recommendations, standardized test scores, and prior grades in English. Questions about placement should be directed to the department chair. Any student or parent who needs assistance with their child's English course selection — either required courses or electives — should contact the department chair. Currently enrolled students interested in courses for which they must have a recommendation by their English teacher should contact their present English teacher and ask for this recommendation.

ENGLISH COURSE OFFERINGS

| | Credit | Freshman | Sophomore | Junior | Senior |
|---|--------|----------|-----------|--------|--------|
| Academic Literacy | 2.00 | ✓ | | | |
| Freshman English | 2.00 | ✓ | | | |
| Perspectives on World Literature | 2.00* | ✓ | | | |
| Freshman English Survey | 2.00 | ✓ | | | |
| Freshman English – A | 2.00 | ✓ | | | |
| English Fundamentals I | 4.00 | ✓ | | | |
| English Essentials I | 4.00 | ✓ | | | |
| Sophomore English | 2.00 | | ✓ | | |
| Sophomore English – A | 2.00 | | ✓ | | |
| Sophomore English Survey | 2.00 | | ✓ | | |
| English Fundamentals II | 4.00 | | ✓ | | |
| English Essentials II | 4.00 | | ✓ | | |
| Junior English | 2.00 | | | ✓ | |
| Junior English – A | 2.00 | | | ✓ | |
| American Studies: Literature/History | 2.00* | | | ✓ | |
| Junior English Survey | 2.00 | | | ✓ | |
| AP Junior English/AP Language and Composition | 2.00 | | | ✓ | |
| English Essentials III | 4.00 | | | ✓ | |
| Junior English Fundamentals III | 2.00 | | | ✓ | |
| Senior English | 2.00 | | | | ✓ |
| Senior English – Race and Identity (REAL) | 2.00 | | | | ✓ |
| Senior English – Science Fiction | 2.00 | | | | ✓ |
| Senior English – The Nature of Competition | 2.00 | | | | ✓ |
| Senior English – A | 2.00 | | | | ✓ |
| Senior English Survey | 2.00 | | | | ✓ |
| AP Senior English/AP Literature and Composition | 2.00 | | | | ✓ |
| English Essentials IV | 4.00 | | | | ✓ |
| Senior English Fundamentals IV | 2.00 | | | | ✓ |
| Power Reading | 0.50 | ✓ | ✓ | ✓ | |
| Study Strategies (s) | 0.50 | | | ✓ | ✓ |
| Creative Writing (s) | 1.00 | | | ✓ | ✓ |
| Creative Communication (s) | 1.00 | | ✓ | ✓ | ✓ |
| Media Studies: Digital Media & Television (s) | 1.00 | | | ✓ | ✓ |
| Media Studies: Film (s) | 1.00 | | | ✓ | ✓ |

(s) Denotes a single semester course.

*Concurrent enrollment with History course of same name is required.

ACADEMIC LITERACY

253952 / 253954

Open to: Grade 9

Credit: 2.00

Note: This course does not fulfill the four-year English graduation requirement.

Students are selected for the course based on data-based entrance criteria.

Academic Literacy is a literacy support course designed to support and develop reading, writing, and listening and speaking skills. Students will learn strategies to strengthen reading and writing skills in several academic disciplines, including science, English, social studies, and mathematics. Students will be selected for the course based on assessment data and teacher feedback (it is not a course with open enrollment). Once students have demonstrated mastery of reading and writing skills, they will be allowed to exit the course at the conclusion of a semester. This course will count as a general elective credit.

FRESHMAN ENGLISH

210252 / 210254

Prerequisite: None. Placement in this course will be determined by the

Credit: 2.00

8th grade Language Arts teachers working collaboratively with the DHS English Department.

Open to: Grade 9

This year-long freshman English course is designed to study the basic structure of short stories, novels, Shakespearean, and poetic forms. Students learn and practice active reading strategies including annotation. Students read several texts as a whole class, culminating the year with the study of a 19th century novel. Possible titles include: *Of Mice and Men*, *The Color of Water*, *Romeo and Juliet*, and *A Tale of Two Cities*. In writing, students explore narrative, informational, argumentative writing and revise various portions of essays. Students practice and refine their speaking and listening skills in a variety of ways; for example, students will discuss literature in small and whole group settings and present material both formally and informally. Students write and read continually throughout the year. Extended group projects also enhance these skills. Homework expectations include independent reading and writing to extend and reinforce class learning.

PERSPECTIVES ON WORLD LITERATURE (Double Period, Integrated)

210052 / 210054

Prerequisite: Concurrent registration in Perspectives on World History

Credit: 2.00

Placement in this course will be determined by the 8th grade Language Arts teachers working collaboratively with the DHS English Department.

Open to: Grade 9

Perspectives is a team-taught, interdisciplinary course for freshmen that uses both historical and literary texts. These readings, along with certain films, music, and art explore ideas and themes such as the search for meaning, the pursuit of knowledge, and the allocation of and competition for resources. Units of study investigate the history and literature of Europe, Africa, China, India and the Middle East. Class work is focused on class discussion and daily writing. Literature selections may vary from year to year, but are always chosen to complement the historical ideas and themes studied. For example, students may read Dickens' *A Tale of Two Cities*, while studying the French Revolution, or Ha Jin's *Wreckage* while studying ancient and classical China. Homework is assigned daily, not only to extend and reinforce student learning, but also to develop independent analytical and processing skills.

FRESHMAN ENGLISH SURVEY

210422 / 210424

Prerequisite: None. Placement in this course will be determined by the

Credit: 2.00

8th Grade Language Arts teachers working collaboratively with the DHS English Department.

Open to: Grade 9

This year-long course provides an appropriately challenging environment to help students build the skills and confidence to see themselves as readers, writers, and thinkers. The course achieves this by providing a variety

of reading, writing, and speaking experiences in the classroom. As students practice reading and writing, they will also cultivate an understanding of the characteristics of a good reader and those of a good writer. They learn to interpret literature and see it as an extension of themselves by reading works by Shakespeare and texts like *The House on Mango Street* and *Curious Incident of the Dog in the Night-time*. In addition to the critical thinking skills, students will work on goal setting, self-advocacy, and team work. Reading and writing homework often will be started in class, with more and more independence shifting to the student over the course of the year. The Freshman English Survey course will build independence and provide the foundation for a successful high school career.

FRESHMAN ENGLISH – A

858142 / 858144

Prerequisite: Departmental recommendation

Credit: 2.00

Open to: Grade 9

This year-long course fulfills the freshmen English requirement. Students study and analyze novels, short stories, and plays. This course focuses on developing and refining active reading strategies. Class time is spent reading and discussing literature together. Students apply deeper understandings to written interpretations and analysis. Students explore narrative, expository and argumentative forms of writing. Students focus on skill-building in areas such as organization, time management, homework completion, self-advocacy, and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one-to-one instruction when appropriate. Course may be repeated for credit.

ENGLISH FUNDAMENTALS I (Double Period)

851212 / 851214

Prerequisite: Departmental recommendation

Credit: 4.00

Open to: Grade 9

Listening, speaking, reading, and writing skills are developed through participation in this year-long, double-period course. During freshman year students work to strengthen and build reading strategies in order to comprehend text with greater insight and understanding. Instruction will focus on improving reading comprehension by utilizing active reading strategies to analyze text, as well as individual progress in the Read 180 Universal intervention program. Written expression is developed as students learn the steps of the writing process. Expository, narrative, and argumentative writing styles are taught. Course curriculum is designed to parallel the readings and activities in Freshman English Survey whenever appropriate. Small class sizes allow instruction to be differentiated and address individualized goals of each student.

ENGLISH ESSENTIALS I (Double Period)

854602 / 854604

Prerequisite: Departmental recommendation

Credit: 4.00

Open to: Grade 9

This year-long, double-period course focuses on the development of reading comprehension, written expression, and speaking and listening skills using a highly supported, direct instruction approach. Curriculum is presented using multiple modalities, including visuals and interactive technologies. A variety of whole group, small group, and individual work tasks allows content and instruction to be differentiated to address students' individual goals. The extended class time allows for more intensive work on literacy skills such as the genres of literature, author's purpose, literary elements, vocabulary development, presentation and audience skills, note taking, research, informational, explanatory, and narrative style writing. Homework includes outside leisure reading, short written reflection posts based on in-class reading and vocabulary practice.

SOPHOMORE ENGLISH

220452 / 220454

Prerequisite: Freshman English. Students are recommended for Sophomore English based on their previous English grades and teacher recommendations.

Credit: 2.00

Open to: Grade 10

In this year-long course, sophomore students will study archetypal patterns in literature through short stories, poetry, a Shakespearean play, gothic and contemporary literature. Possible texts include: *Pygmalion*, *Frankenstein*, *Macbeth*, *Lord of the Flies*, *Fahrenheit 451*, and *Brave New World*. Students independently apply active reading strategies to trace the evolution of these patterns and tackle important questions of knowledge, responsibility, and power. Students integrate literary studies with an exploration of effective oral communication, persuasive speaking, and debate. Additionally, students learn to apply the principles of logical argumentation to their written communication. Formal writing experiences include informative, narrative, and argumentative compositions. Students also create multi-text written analysis. Student work expectations include independent reading, writing and speech preparation outside of the classroom which extends class discussion, and small group work.

SOPHOMORE ENGLISH – A

858242 / 858244

Prerequisite: Departmental recommendation

Credit: 2.00

Open to: Grade 10

This year-long course fulfills sophomore English requirement. Students study and analyze novels, short stories, and plays. This course focuses on developing and refining active reading strategies. Class time is spent reading and discussing literature together. Students apply deeper understandings to written interpretations and analysis. Students explore narrative, expository and argumentative forms of writing. Students focus on skill-building in areas such as organization, time management, homework completion, self-advocacy, and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one-to-one instruction when appropriate. Course may be repeated for credit.

SOPHOMORE ENGLISH SURVEY

220622 / 220624

Prerequisite: Freshman English. Placement in this course is determined by collaboration with the student's freshman English teacher and departmental recommendation.

Credit: 2.00

Open to: Grade 10

This year-long sophomore English course is designed to offer students structured support for and guided practice in reading, writing, and speaking. Students build on, refine, and personalize the reading and writing skills introduced freshman year as they encounter increasingly challenging texts. Writing assignments focus on narrative, informational, and argumentative essays. Most texts are read as a whole class; some of these texts include *Fahrenheit 451*, *The Odyssey*, *The Kite Runner*, and *The Lord of the Flies*. Written and oral communication assignments build on personal connections and extend the class discussions which focus on analysis of the text. While students are assigned homework tasks to extend and reinforce their learning, they frequently begin to work on these tasks in class under the guidance of the teacher.

ENGLISH FUNDAMENTALS II (Double Period)

851312 / 851314

Prerequisite: Departmental recommendation

Credit: 4.00

Open to: Grade 10

Listening, speaking, reading, and writing skills are developed through participation in this year-long, double-period course. During freshman year students work to strengthen and build reading strategies in order to comprehend text with greater insight and understanding. Instruction will focus on improving reading

comprehension by utilizing active reading strategies to analyze text, as well as individual progress in the Read 180 Universal intervention program. Written expression is developed as students learn the steps of the writing process. Expository, narrative, and argumentative writing styles are taught. Course curriculum is designed to parallel the readings and activities in Freshman English Survey whenever appropriate. Small class sizes allow instruction to be differentiated and address individualized goals of each student.

ENGLISH ESSENTIALS II (Double Period)

854702 / 854704

Prerequisite: Departmental recommendation

Credit: 4.00

Open to: Grade 10

This year-long, double-period course focuses on the development of reading comprehension, written expression, and speaking and listening skills using a highly supported, direct instruction approach. Curriculum is presented using multiple modalities, including visuals and interactive technologies. A variety of whole group, small group, and individual work tasks allows content and instruction to be differentiated to address students' individual goals. The extended class time allows for more intensive work on literacy skills such as the genres of literature, author's purpose, literary elements, vocabulary development, presentation and audience skills, note taking, research, informational, explanatory, and narrative style writing. Homework includes outside leisure reading, short written reflection posts based on in-class reading and vocabulary practice.

JUNIOR ENGLISH

230452 / 230454

Prerequisite: Freshman and Sophomore English. Students are recommended

Credit: 2.00

for Junior English based on their previous English grades and teacher recommendations.

Open to: Grade 11

In this year-long course, students explore the diverse American experience through a variety of literary genres. Throughout the year, students gain exposure to a number of literary and historical perspectives on what it means to be an American. Additionally, students explore these ideas and issues using a set of different literary lenses, which challenge students to explore these texts with a new understanding of different perspectives. Readings vary from year to year but have included: *The Crucible*, *Walden*, *Beloved*, *The Great Gatsby*, *The Catcher in the Rye*, *Extremely Loud & Incredibly Close*, and *The Things They Carried*.

In Junior English, students continue their study of the writing process, but major emphasis is on developing multi-paragraph critical essays along with narrative, informational and argumentative essays. By the end of the year, students will develop skills in reading and comprehension of sophisticated texts and critical analysis and gain experience in responding to these through discussion and written analysis. Classroom activities include large and small group discussions, informal writing opportunities, presentations, and creative projects. Homework expectations include reading assignments and/or written responses. Longer-term assignments include, but are not limited to, written essays and creative projects.

JUNIOR ENGLISH – A

860842 / 860844

Prerequisite: Departmental recommendation

Credit: 2.00

Open to: Grade 11

This year-long course fulfills junior English requirements. This year-long course continues to develop reading comprehension and written language skills. Oral language communication, including public speaking and debate, and literary research skills are developed. Class time is spent reading and discussing literature, engaging in debates and researching. Teachers focus on skill-building in areas such as organization, time management, homework completion, self-advocacy, and self-reflection. Instruction is differentiated to

accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one to one instruction when appropriate. Course may be repeated for credit.

AMERICAN STUDIES: LITERATURE (Double Period, Integrated)

230052 / 230054

Prerequisite: Freshman and Sophomore English.

Credit: 2.00

Concurrent registration in American Studies: History.

Placement in this course is determined by Social Studies and English teachers' recommendations.

Open to: Grade 11

American Studies, a year-long team-taught (one English teacher; one Social Studies teacher), interdisciplinary course, combines the study of American history and literature. Students use one discipline to understand the other and the format of the course explores the connections between them. The course follows both chronological and thematic sequences and explores a range of texts including novels, non-fiction, primary documents, essays and speeches. By having two teachers in the classroom, meeting for an extended period of time, and participating in a variety of small and large group work, the students join in building a unique learning community which fosters intellectual curiosity and risk-taking. Students examine the core beliefs and values of what it means to be an American through the study of the development of American government and the role of America in the world, as well as grappling with challenging internal issues (e.g. race, immigration) and their ongoing legacy. Students develop a range of writing and reading skills both in and out of the classroom. The writing skills encompass argument, narrative, and informational compositions. Assignments and homework provide opportunities for students to develop confidence in expressing their own voices and ultimately seeing themselves as active participants in America in the 21st century.

JUNIOR ENGLISH SURVEY

230622 / 230624

Prerequisite: Freshman and Sophomore English. Students are recommended

Credit: 2.00

for this course based on their previous English grades and teacher recommendations.

Open to: Grade 11

This year-long English course is designed to offer students structured support for and guided practice in reading, writing, speaking, and thinking habits. Students strengthen and personalize reading, writing, speaking, and thinking skills utilized in sophomore English as they work with junior year texts. Students also produce argumentative, narrative, and informational essays. Most texts are read as a whole class, some of these texts include *The Great Gatsby*, *Into the Wild*, and *Catcher in the Rye*. Written and oral communication assignments extend personal connections and further class discussions which focus on analysis of text. Students are assigned homework experiences to reinforce their learning; they frequently begin to work on these tasks in class under the guidance of the teacher and the support of peer interaction. In addition to skill development, students are challenged to work on goal setting, self-advocacy, and team work.

**ADVANCED PLACEMENT JUNIOR ENGLISH/
AP LANGUAGE AND COMPOSITION (Honors)**

230882 / 230884

Credit: 2.00

Prerequisite: Freshman and Sophomore English and recommendation of sophomore English teacher

Open to: Grade 11

Students enrolled in Advanced Placement Language and Composition, a year-long course, will work to develop and improve upon their skills in analytical and argumentative writing, rhetorical and stylistic analysis, interpretive reading, and analytical thinking at a level consistent with a college course. During summer, AP

Junior English requires reading of a determined novel, a choice of play or novel along with shorter works, and writing a character analysis essay.

Special emphasis is given to the analysis of the form and content of writing and how the relationship between the two shapes an audience's understanding and thinking. AP Junior English uses writing in all genres by American authors from a wide range of time periods as the basis for study.

The course will provide opportunities for students to work on these skills through small and large group discussions and assignments, independent reading, in-class and out-of-class projects, and composition assignments. In addition to long term assignments, students can expect about 40-60 minutes of reading per night.

Students enrolled in the course are encouraged to take the Advanced Placement Language and Composition examination in May.

ENGLISH ESSENTIALS III (Double Period)

854802 / 854804

Prerequisite: Departmental recommendation

Credit: 4.00

Open to: Grade 11

This year-long, double-period course focuses on the development of reading comprehension, written expression, and speaking and listening skills using a highly supported, direct instruction approach. Curriculum is presented using multiple modalities, including visuals and interactive technologies. A variety of whole group, small group, and individual work tasks allows content and instruction to be differentiated to address students' individual goals. The extended class time allows for more intensive work on literacy skills, such as the genres of literature, author's purpose, literary elements, vocabulary development, presentation and audience skills, note taking, research, informational, explanatory, and narrative style writing. Homework includes outside leisure reading, short written reflection posts based on in-class reading and vocabulary practice.

JUNIOR ENGLISH FUNDAMENTALS III

851412 / 851414

Prerequisite: Departmental recommendation

Credit: 2.00

Open to: Grade 11

This year-long English course meets the Junior English requirement. This class provides structured support for and guided practice in reading, writing, thinking, and speaking. Students will work to strengthen and build on reading strategies developed in English Fundamentals I, II in order to comprehend text with greater understanding and insight. Students also have an opportunity to produce argumentative, narrative and informational essays to improve writing skills through direct and scaffolded instruction. Class discussions offer opportunity for speaking and listening development. Course curriculum is designed to parallel Junior English Survey when appropriate, this is a co-taught class with Junior English Survey course. Homework reinforces student learning, and often students can begin work in class in order to access support and guidance from the teacher and engage in peer interaction.

SENIOR ENGLISH

240252 / 240254

Prerequisite: Freshman, Sophomore, and Junior English and recommendation of Junior English teacher

Credit: 2.00

Open to: Grade 12

This year-long course continues to build students' critical reading and writing skills through large and small group discussion, small group work, projects, presentations, and writing. Composition work teaches the student how to write a number of composition types: personal statements, multi-genres, and metacognitive forms, as

well as writing arguments, narratives, and informational pieces. Reading encompasses Shakespeare, Western and non-Western literature and contemporary fiction and non-fiction. Specific titles may include: *Hamlet*, *In the Time Of The Butterflies*, *Oedipus and Antigone* (Sophocles), *Things Fall Apart*, and *Life of Pi*. Homework expectations shift as the year progresses, moving from frequent practice to a format with fewer but more grade significant assignments. The course culminates in a student-directed exploration of a personally significant issue.

SENIOR ENGLISH – RACE AND IDENTITY (REAL)

240752 / 240754

Prerequisite: Freshman, Sophomore, and Junior
English and recommendation of Junior English teacher
Open to: Grade 12

Credit: 2.00

This course will explore literature that helps us see more clearly and fully the self and the relationship with the other. The readings will focus on race. We will also study works that highlight gender, sexuality, religion, and class and show the intersectionality between race and these categories. Ultimately, students will understand how these categories uphold long-standing power structures and impact our citizens and society. Students will learn thoughtful ways to bring about positive change in the world by exploring ways to question and challenge these power structures. In addition, this class will help students to better understand themselves in order to interact and collaborate effectively with the world beyond.

SENIOR ENGLISH – SCIENCE FICTION

253052 / 253054

Prerequisite: Freshman, Sophomore, and Junior
English and recommendation of Junior English teacher
Open to: Grade 12

Credit: 2.00

This year-long course uses science fiction and its related genres (fantasy, cyberpunk, steampunk, alternate history, etc.) to build students' critical reading and writing skills through large and small group discussion, small group work, projects, presentations, media experiences, and writing. Composition work teaches the student how to write a number of composition types: personal narrative, multi-genre, and metacognitive forms, as well as writing arguments, narratives and informational pieces. Reading encompasses classic and historical science fiction, popular fiction, films, television, graphic novels, and other forms. Specific titles may include works by Isaac Asimov, Margaret Atwood, Octavia Butler, Arthur C. Clarke, Harlan Ellison, Neil Gaiman, William Gibson, Robert Heinlein, Ursula Le Guinn, Walter Miller, John Sclazi, H.G. Wells, Connie Willis and others chosen by students. Students will have opportunities to view films, television, and other media forms of the genre as well as optional experiences to interact with authors and the larger science fiction community. Students will be introduced to the genre and then be able to explore authors, issues, subgenres, scientific principles, and other related subjects. Homework expectations shift as the year progresses, moving from frequent practice to a format with fewer but more grade significant assignments. The course culminates in a student-directed exploration of a personally significant issue.

SENIOR ENGLISH – THE NATURE OF COMPETITION

253252 / 253254

Prerequisite: Freshman, Sophomore, and Junior
English and recommendation of Junior English teacher
Open to: Grade 12

Credit: 2.00

In this course, students will explore several different themes connected with the nature of the competition in our lives and how it impacts our values. Essential questions will include: How does competition shape our identity

in positive and negative ways? Is there gender, racial and sexual equity in competitive environments? Can competition help build community or does it by definition create winners and losers? How does competition impact various areas of society (i.e. family, politics, sports, and education)? Are some people in society held to higher ethics than others? Students will read a variety of texts from nonfiction, fiction, and essays to personal narratives.

SENIOR ENGLISH – A

860942 / 860944

Prerequisite: Departmental recommendation

Credit: 2.00

Open to: Grade 12

This year-long course fulfills senior English requirements. This year-long course continues to develop reading comprehension and written language skills. Oral language communication, including public speaking and debate, and literary research skills are developed. Class time is spent reading and discussing literature, engaging in debates and researching. Teachers focus on skill-building in areas such as organization, time management, homework completion, self-advocacy, and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one-to-one instruction when appropriate. Course may be repeated for credit.

SENIOR ENGLISH SURVEY

240422 / 240424

Prerequisite: Freshman, Sophomore and Junior English. Students are recommended for Senior English Survey based on their previous English grades and teacher recommendations.

Credit: 2.00

Open to: Grade 12

This year-long course closely parallels Senior English with its emphasis on the reading and analysis of sophisticated literature and the further development of writing. Students will read a diverse selection of fiction, nonfiction and drama in order to expand their world view. Possible texts for this course include: *Hamlet*, *In the Time of the Butterflies*, *The Natural*, *Cal*, *One Flew Over the Cuckoo's Nest*, and *Blankets*. Class work includes guided practice of analytical reading and writing with an emphasis on development and organization of essays. Essays may include: personal narrative, college essay, analytical, expository, and argumentative essays in response to literature, and metacognitive essays. Typical homework might include nightly active reading assignments, drafts of essays, and reflective journaling. Second semester focuses on a student-driven research project which allows students to further develop a passion and voice identified throughout Senior English.

ADVANCED PLACEMENT SENIOR ENGLISH/ AP LITERATURE AND COMPOSITION (Honors)

240682 / 240684

Prerequisite: Freshman, Sophomore, and Junior English and recommendation of Junior English teacher

Credit: 2.00

Open to: Grade 12

The year-long course starts with two major summer reading and writing requirements. The first asks students to read a literary pairing, *Hamlet* and *Crime and Punishment* for example, and to write multiple notebook entries in which students reflect on themes and ideas. The purpose in reading this kind of sequence is to give students an experience that models the kind of thematic work that we will do all year.

The course will be centered on an overarching theme, which becomes the name of the course. Art or War and Blindness and Vision are two examples. The major works each address the overarching theme of the course, adding some nuance, layer, or level of complexity to our understanding of that theme.

Writing is central to the class. Students practice many kinds of focused analytical writing, ranging from informal to formal. Many of these are full, formal, text-based analytical essays. Students also complete a number of timed writings. In addition to the formal analytical pieces of writing, students complete a number of personal essays and original poems. Ultimately, students should focus on voice and come to think of themselves as practitioners of a craft who make conscious, deliberate choices.

Students should expect to do 40-60 minutes of homework most nights, and more on the week an essay is due. Being highly prepared for class is crucial; discussion will depend on students having completed with skill and thought the reading and writing assignments for that day.

There are a number of long-term and ongoing assignments, so strong organization and advanced planning is a key to success. Collaborative projects are another steady component to the class, so the ability to work well with a group is crucial.

ENGLISH ESSENTIALS IV (Double Period)

854902 / 854904

Prerequisite: Departmental recommendation

Credit: 4.00

Open to: Grade 12

This year-long, double-period course focuses on the development of reading comprehension, written expression, and speaking and listening skills using a highly supported, direct instruction approach. Curriculum is presented using multiple modalities, including visuals and interactive technologies. A variety of whole group, small group, and individual work tasks allows content and instruction to be differentiated to address students' individual goals. The extended class time allows for more intensive work on literacy skills such as the genres of literature, author's purpose, literary elements, vocabulary development, presentation and audience skills, note taking, research, informational, explanatory, and narrative style writing. Homework includes outside leisure reading, short written reflection posts based on in-class reading and vocabulary practice.

SENIOR ENGLISH FUNDAMENTALS IV

851512 / 851514

Prerequisite: Departmental recommendation

Credit: 1.00 per Semester

Open to: Grade 12

This year-long English course meets the Senior English requirement. This class provides structured support for and guided practice in reading, writing, thinking and speaking. Students will continue to strengthen and build on reading strategies developed in English Fundamentals I, II in order to comprehend and text with greater understanding and insight. Students also have an opportunity to produce argumentative, narrative and informational essays to improve writing skills through direct and scaffolded instruction. Class discussions offer opportunity for speaking and listening development. Course curriculum is designed to parallel Junior English Survey when appropriate, as well as to address individualized goals of each student. Homework reinforces their learning and often students can begin work in class in order to access support and guidance from the teacher and engage in peer interaction.

POWER READING

211052 / 211054

Prerequisite: None

Credit: 0.50 per Semester

Open to: Grades 9-11

Note: This course does not fulfill the four-year English graduation requirement

Power Reading focuses on analytical reading and writing as well as synthesis of ideas. Students are introduced to new ways of looking at literature and language. Through the course, students are challenged to expand and deepen their thinking and analysis skills. Power Reading will help students to become more critical and

sophisticated readers and writers. The course will improve students' performance in their regular English classes, as well as in their other classes that use reading, writing, discussion, and analytical skills. This year-long course serves as a bridge to AP English. Power Reading is not a second "English" class. Students earn ½ credit per semester for two-day enrollment. Classes will be scheduled opposite science lab periods. Grades are pass/fail only.

STUDY STRATEGIES (s)

231252 / 231254

Prerequisite: None.

Credit: 0.50

Open to: Grade 11 and 1st semester of grade 12

Note: This course does not fulfill the four-year English graduation requirement.

Study Strategies, a semester-long course, is for students who want to improve their performance on standardized tests such as the PSAT, ACT, and SAT. The program includes instruction in reading comprehension, grammar, usage, vocabulary development, and mathematical and science reasoning skills. These skills directly prepare students for college admissions tests. Students are strongly encouraged to enroll in Study Strategies for two semesters. Instruction in standardized test-taking skills is given in large group sessions, as well as differentiated instruction. Students earn ½ credit per semester for two-day enrollment. Classes will be scheduled opposite science lab periods. Grades are pass/fail only.

CREATIVE WRITING (s)

250652 / 250654

Prerequisite: None

Credit: 1.00

Open to: Grades 11-12

Note: A single semester of this course may be counted toward the four-year English graduation requirement ONLY with prior departmental approval.

In first semester Creative Writing students study a variety of genres including: short stories, poetry, creative nonfiction, and longer pieces of fiction. A heavy emphasis is placed on "workshopping" pieces. Students bring in a draft of a work in progress, share it with other students in the class, and receive specific feedback. During the process, students focus on reader-based criterion to help each other understand the strengths of each other's writing and learn how to point to specific areas for improvement. The workshopping process will lead to a variety of products including: iMovie videos based on a student's poem, exploring themes from multiple genres, and a finished portfolio of six to eight completed works.

In second semester Creative Writing, students explore a variety of themes including, but not limited to: family, education, food, art, and work. Students are free to respond to these themes in a variety of genres, choosing the genre they feel best captures their voice. Students in both semesters of Creative Writing are encouraged to seek out different avenues to publish their creative writing including *Troubadour* and a class publication. Creative Writing is a one semester class that students may repeat.

CREATIVE COMMUNICATION (s)

253152 / 253154

Prerequisite: None

Credit: 1.00

Open to: Grades 10-12

Note: Students can take this course for English or Fine Arts elective credit. The course may be repeated for additional credit.

Unleash your creativity through a language and visual art infused curriculum. When bold images combine with insightful text, the result is a brilliant marriage of aesthetic and cognitive development that asks students to listen, study, feel, interpret, and collaboratively produce expressive works using multiple forms of communication. This new co-taught course takes an interdisciplinary approach, offering the opportunity to

synthesize writing, drawing, storytelling, and visual literacy while developing knowledge of modern digital media for interpretation, creativity, and collaboration. Students will design and create a variety of projects including, but not limited to: short films based on their writing, graphic novels, humans of DHS project, shoe designs for famous athletes and stars, and what schools of the future might look like. A series of artists and writers will be brought in to lead workshops and help students tailor their projects for a specific audience.

MEDIA STUDIES: DIGITAL MEDIA & TELEVISION (s)

251152 / 251154

Prerequisite: None

Credit: 1.00

Open to: Grades 11-12

Note: These courses do not fulfill either the four-year English graduation requirement or the one semester Fine Arts graduation requirement.

These classes incorporate the study of film-making techniques, film theory, and film history with an exploration of the ways in which other forms of visual media (documentary/television) shape our understanding and manipulate "meaning." Students will examine various aspects of film and video, including its use and combination of perspective, editing, soundtrack, and visual elements. Students will watch films and television programs in and out of class, ranging from Hollywood classics to contemporary examples selected by students. Films and television programs will often be paired with comparable examples to aid in the comparison and contrast of approaches and results for the audience. In addition to the use of feature-length films, emphasizing documentaries, as well as introduce a closer look at television programming. In both semesters, there will be an emphasis on writing, with several critical papers and an independent project, both of which involve work (writing, researching and viewing films) outside of the classroom.

MEDIA STUDIES: FILM (s)

250852 / 250854

Prerequisite: None

Credit: 1.00

Open to: Grades 11-12

Note: These courses do not fulfill either the four-year English graduation requirement or the one semester Fine Arts graduation requirement.

This class is a thorough introduction to the study of film-making techniques, film theory, and film history. Students will examine various aspects of film, including its use and combination of perspective, editing, soundtrack, and visual elements. Students will watch films in and out of class, ranging from Hollywood classics to contemporary examples selected by students. Films will often be paired during the study of a specific director, actor, genre, or technique. Students will also be able to focus on specific aspects of filmmaking based on their personal interests, with previous examples including special effects, soundtrack composition, and costume design. Coursework includes critical papers and an independent project.