

FRESHMAN ENGLISH CURRICULUM

The English Department strives to create an environment and a curriculum that will foster life-long reading, writing and learning as attainable goals for both students and teachers. All Freshman, Sophomore, and Junior courses share common elements and approaches, even as the literature selections and thematic strands of study may vary from course to course. Shared Literature is the study of required texts at each level with the inclusion of literature reflecting multicultural and diverse perspectives (denoted by asterisks in the descriptions that follow). Reading Workshop rounds out the students' reading experience, offering the opportunity to pursue titles and authors of their own choosing. Analysis Writing springs from the literature and reflects the student's growth in critical thinking and writing competency over time. Writing Workshop is a student-centered writing program focusing on self-selected topics and offering instruction in writing technique and regular feedback from peer and teacher audiences. In addition to other forms of assessments, each student produces a culminating portfolio, an authentic demonstration of his or her growth over time.

ENGLISH 1 H — 1 Unit of credit

Prerequisite: None

Freshmen

This course introduces students to the origins of literary forms and motifs in Western literature with a focus on the concept of story-telling and story-seeking. They study the Old Testament in *The Bible As/In Literature* and Shakespearean drama through *Romeo and Juliet*. These required texts will be augmented by a selection of additional contemporary, traditional, and multicultural texts, chosen by the teacher. Throughout the course, students learn the importance of structure in interpreting literary forms and note the recurrence of archetypal characters, experiences, and themes. They develop their ability to think critically and employ this skill in their writing as well as in class discussions and oral presentations. Creative and analytical writing are supplemented by a Writing Workshop program that encourages and guides the student towards development of a personal writing voice. In addition, Reading Workshop offers students the opportunity to explore reading through self-selected titles.

ENGLISH 1 CP — 1 Unit of credit

Prerequisite: None

Freshmen

This course introduces college-bound students to rich and varied examples of Western Literature that focus on universal themes of character and experience. The essential question explored throughout the course is, "What do story-telling and story-seeking reveal about who we are?" A variety of texts and genres, some of them multicultural in nature, will provide the basis of student discussion and written analysis of the literature, with an emphasis on sentence, paragraph, and essay structure. A Writing Workshop program focusing on developing the student as writer/story-teller will supplement the literature component. Integrated into this study are writing, speaking, and performance experiences designed to strengthen competency in these skills and enhance literary appreciation. Participation in a regular Reading Workshop encourages reading fluency, personal choice and accountability, and the enjoyment of self-selected titles.

ENGLISH 1 — 1 Unit of credit

Prerequisite: None

Freshmen

This course provides students with fundamental reading and writing skills as they explore the central question of "What do story-telling and story-seeking reveal about who we are?" Students read literary works of various genres, arranged thematically to provide multicultural, diverse perspectives. Topics for writing emerge from ideas expressed in the literature. Through personal writing in a workshop format and formal analytical writing, students gain practice in developing well-structured sentences, paragraphs, and essays. Presentations of informative speeches, dramatic performances, and oral interpretation of short scenes from literature strengthen verbal skills and enhance confidence in public speaking. Participation in a regular Reading Workshop encourages reading fluency, personal choice and accountability, and the enjoyment of self-selected titles. This course is taught in conjunction with the English/Reading course (see Reading). Students enrolled in English 1 are required to take both courses concurrently and will receive two English credits for the two courses.

ENGLISH COURSE LEVELS

English 1H, 2H, 3H (Honors)

Honors students are first and foremost fans of literature and writing. They are critical thinkers who demonstrate high level analysis, discrimination among ideas, and synthesis of concepts. They are curious learners, capable of independent thinking, who pose meaningful questions that guide further inquiry. Their writing, thinking, and discussion skills move beyond the surface toward deeper inferences and insights. The honors student consistently does his homework, which is demanding and regular in nature, and also keeps up with Writing Workshop and Reading Workshop obligations. Thirty pages of reading per night is not unusual along with frequent writing assignments. He understands how to tune a piece to a specific audience, has a voice in his writing, and is willing to take risks as a learner. He builds on his classmates' ideas in discussion, moving the conversation forward rather than simply repeating what others have said.

English 1CP, 2CP, 3CP (College Preparatory)

This is a mainstream class for students who generally complete their assignments and put forth a good effort. Though abilities and interests may vary in this group with students both at the higher and lower ends of the spectrum, CP students typically are well organized and complete assignments as expected. Their reading and writing skills underscore their success in the classroom, though they may be stronger in one area than the other. They are growing in their ability to take ideas further, explore implications, and assess the significance of ideas in relation to each other. Their analysis work, both in literature and writing, demonstrates clear thinking though it may tend to be more concrete than abstract. These students have a positive attitude toward English class and generally feel successful there.

English 1, 2, 3

Students at this level need more individual attention and support than others do, and they may need individualized learning accommodations, whether or not they have an IEP. Reading and/or writing may be a greater challenge to them than to most high school students, though they may be more proficient at one than the other. Students at this level often struggle to complete assignments on time and/or independently. Their thinking about literature tends to be more literal than abstract, and grades, tests, and projects pose significant challenges for them. English 1, 2, and 3 students make their greatest gains with closely monitored instruction and coaching in the classroom. (English 1 students are required to enroll in the companion Reading Class freshman year.)

Questions? Please contact Diane Clark at dclarkk@lfschools.net or 847-582-7411