Latin American Literature

Course Number: 168101R / 168102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English III; English IV; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In Latin American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the Latin American experience, issues of representation, and the cultural and historical context of Latin American literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.

Honors Latin American Literature

Course Number: 168101H / 168102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English III; English IV; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In Latin American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the Latin American experience, issues of representation, and the cultural and historical context of Latin American literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more
collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in Latin American Lit Honors will participate in a summer reading project. Honors courses are weighted.

**Advanced Placement Literature and Composition**

**Course Number:** 170101A / 170102A  
**Course Level:** Advanced  
**Prerequisites:** English I, II  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English III; English IV; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English, AP summer institute  

**COURSE DESCRIPTION**  
An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

**Dual Cred Eng 101 (.5) ENGLISH 101**

**Course Number:** 184511A / 184512A  
**Course Level:** Advanced  
**Number of Credits Earned:** 1.0  
**Recommended Course Duration:** 2 semesters  

**COURSE DESCRIPTION:**  
Composition  
Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course. Prerequisite: ACT Reading ≥ 19 or COMPASS E-write: 8+ and COMPASS Reading: 80-99.

**Dual Cred Eng 101 ENGLISH 101**

**Course Numbers:** 184501A  
**Course Level:** Advanced  
**Number of Credits Earned:** 1.0  
**Recommended Course Duration:** 1 semester  

**COURSE DESCRIPTION:**  
Composition  
Development of critical and analytical skills in writing and reading of expository prose. Writing assignments, as appropriate to the discipline, are part of the course.
Prerequisite: ACT Reading ≥ 19 or COMPASS E-write: 8+ and COMPASS Reading: 80-99.

Dual Cred Eng 102
ENGLISH 102

Course Number: 184601A
Course Level: Advanced
Number of Credit Earned: 1.0
Recommended Course Duration: 1 semester

COURSE DESCRIPTION:
Composition
Continuation of English 101. Introduces methods of research and writing of investigative papers. Writing assignments, as appropriate to the discipline, are part of the course. Prerequisite: ACT Reading ≥ 19 or COMPASS E-write: 8+ and COMPASS Reading: 80-99.

IB HL English A - World Literature II

Course Number: 178501A / 178502A
Course Level: Advanced
Prerequisites: IB HL English A - World Literature I
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English IV; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English
Links: Click here for a link with more detailed information about the course

COURSE DESCRIPTION
IB HL World Literature is primarily a pre-university course in literature aimed at students who intend to pursue literature, or related studies, at university. This course introduces students to the analysis of literary texts. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

IB SL English A - World Literature I

Course Number: 178411A / 178412A
Course Level: Advanced
Prerequisites: English II
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English III; Career Ed; Elective

COURSE DESCRIPTION
IB HL World Literature is primarily a pre-university course in literature aimed at students who intend to pursue literature, or related studies, at university. This course introduces students to the analysis of literary texts. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.
English Language Arts
Course Descriptions

**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** English
**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**

IB SL World Literature is primarily a pre-university course in literature aimed at students who intend to pursue literature, or related studies, at university. This course introduces students to the analysis of literary texts. Students study 10 works from a representative selection of genres, periods and places. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

**IB SL English A - World Literature II**

**Course Number:** 178511A / 178512A
**Course Level:** Advanced
**Prerequisites:** IB SL English A - World Literature I
**Number of Credits Earned:** 1.0
**Type of Graduation Credit Earned:** English IV; Career Ed; Elective

**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** English
**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**

IB SL World Literature is primarily a pre-university course in literature aimed at students who intend to pursue literature, or related studies, at university. This course introduces students to the analysis of literary texts. Students study 10 works from a representative selection of genres, periods and places. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

**IB HL English A: Language and Literature I**

**Course Number:** 180111A / 180112A
**Course Level:** Advanced
**Prerequisites:** English II
**Number of Credits Earned:** 1.0
**Type of Graduation Credit Earned:** English III; Career Ed; Elective

**Recommended Course Duration:** 2 semesters
**Teacher Certification Required:** English
**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 6 works at higher level from a representative selection of genres, periods and places.

**IB HL English A: Language and Literature II**

**Course Number:** 180211A / 180212A
**Course Level:** Advanced
**Prerequisites:** IB HL English A: Language and Literature I
**Number of Credits Earned:** 1.0
**Type of Graduation Credit Earned:** English IV; Career Ed;
English Language Arts

Course Descriptions

Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 6 works at higher level from a representative selection of genres, periods and places.

**IB SL English A: Language and Literature I**

**Course Number:** 180101A / 180102A

**Course Level:** Advanced

**Prerequisites:** English II

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 4 works at standard level from a representative selection of genres, periods and places.

**IB SL English A: Language and Literature II**

**Course Number:** 180201A / 180202A

**Course Level:** Advanced

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English IV; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 4 works at standard level from a representative selection of genres, periods and places.

**Reading in the Language Arts**

**Course Number:** 126101R / 126102R

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Elective
**Recommended Course Duration**: 2 semesters  
**Teacher Certification Required**: English

**COURSE DESCRIPTION**
This course provides a focus on foundational skills for success in an English Language Arts classroom. Students will build their capacity in the following areas: comprehension, fluency, vocabulary development, word structure analysis, sentence structure and formal essay writing. This course is typically coupled with an English I course for students who need a double period of English.

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**IB MYP Reading In The Language Arts**

**Course Number**: 126121R / 126122R  
**Course Level**: Regular  
**Prerequisites**: None  
**Number of Credits Earned**: 1.0  
**Type of Graduation Credit Earned**: Elective  
**Recommended Course Duration**: 2 semesters  
**Teacher Certification Required**: English

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course provides a focus on foundational skills for success in an English Language Arts classroom. Students will build their capacity in the following areas: comprehension, fluency, vocabulary development, word structure analysis, sentence structure and formal essay writing. This course is typically coupled with an English I course for students who need a double period of English.

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**Honors English I**

**Course Number**: 184101H / 184102H  
**Course Level**: Honors  
**Prerequisites**: None  
**Number of Credits Earned**: 1.0  
**Type of Graduation Credit Earned**: English I; Career Ed; Elective  
**Recommended Course Duration**: 2 semesters  
**Teacher Certification Required**: English

**Links**: Click [here](#) for a link to the English I Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool and Toolset
**Course Catalog**

**Course Descriptions**

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**English Language Arts**

**Course Descriptions**

**COURSE DESCRIPTION**

In English I students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English I honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

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**English I HH**

**Course Number:** 184111H / 184112H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English I; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In English I students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening.

In a double honors class students will be expected to meet the standards with minimal teacher scaffolding and more collaborative and independent practice and will engage in accelerated learning through rigorous instruction and evaluation. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, double honors level courses will include advanced expectations in each of the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II double honors will engage in practices that will prepare them for future double honors and AP coursework as well as participate in a summer reading project. Double honors courses are weighted.

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**English I PDP**

**Course Number:** 184121H / 184122H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English I; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**Links:** Click [here](#) for a link to the English I Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool and Toolset

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**COURSE DESCRIPTION**

This 9th grade English course is designed to prepare students to enter the International Baccalaureate (IB) Diploma Programme in their junior year. Through a chronological study of British Literature, students will...
develop in-depth analysis, critical reading, and analytical writing skills. Students will analyze various historical contexts and their implications on the choices writers make when they craft their works. This course, aligned to relevant strands of the CCSS, is an in-depth exploration of a diversity of authors, genres, literary movements, writing styles and writing techniques.

**English II**

**Course Number:** 184201R / 184202R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English II; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  
**Links:** Click here for a link to the English II Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool and Toolset

**COURSE DESCRIPTION**

In English II, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

**Honors English II**

**Course Number:** 184201H / 184202H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English II; Career Ed; Elective

**COURSE DESCRIPTION**

In English II, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.
Recommended Course Duration: 2 semesters
Teacher Certification Required: English II; Career Ed; Elective

COURSE DESCRIPTION
In English II, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

In a double honors class students will be expected to meet the standards with minimal teacher scaffolding and more collaborative and independent practice and will engage in accelerated learning through rigorous instruction and evaluation. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, double honors level courses will include advanced expectations in each of the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II double honors will engage in practices that will prepare them for future double honors and AP coursework as well as participate in a summer reading project. Double honors courses are weighted.

English II PDP

Course Number: 184221H / 184222H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English II; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

Links: Click here for a link to the English II Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool and Toolset

COURSE DESCRIPTION
This 10th grade English course is designed to prepare students to enter the International Baccalaureate (IB) Diploma Programme in their junior year. Through a chronological study of American Literature, students will develop in-depth analysis, critical reading, and analytical writing skills. Students will analyze historical contexts and their implications on the choices writers make when they craft their works. This course, aligned to relevant strands of the CCSS, is an in-depth exploration of a diversity of authors, genres, literary movements, writing styles and writing techniques.

English II Extended

Course Number: 184011R / 184012R
Course Level: Regular
Prerequisites: Concurrently enrolled in English II
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
The English II Extended course provides students with opportunities to enhance and extend their understanding of topics taught in a traditional English II course. Students will engage in CCSS aligned reading, writing, and speaking practices appropriate to their grade level. Students will explore of a wide range of literary and informational texts and write in multiple fiction and non-fiction formats. Fundamental writing skills, including structure, grammar, usage, and mechanics will be reinforced.

English III

Course Number: 184301R / 184302R
Course Level: Regular
Course Descriptions

English Language Arts

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**Links:** Click [here](#) for a link to the English III Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool, Toolset and Lesson Plans

**COURSE DESCRIPTION**

In English III, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will emphasize college and career preparation. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening.

**Honors English III**

**Course Number:** 184201H / 184202H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**Links:** Click [here](#) for a link to the English III Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool, Toolset and Lesson Plans

**COURSE DESCRIPTION**

In English III, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will emphasize college and career preparation. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening.

**In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English III honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.**

**English III HH**

**Course Number:** 184311H / 184312H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In English III, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will emphasize college and career preparation. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening.
formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English III will employ academic English in discussion that align to CCSS for Speaking & Listening.

In a double honors class students will be expected to meet the standards with minimal teacher scaffolding and more collaborative and independent practice and will engage in accelerated learning through college-level instruction and evaluation. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, double honors level courses will include advanced expectations in each of the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English III double honors will engage in practices that will prepare them for future double honors and AP coursework as well as participate in a summer reading project. Double honors courses are weighted.

**Honors English IV**

**Course Number:** 184401H / 184402H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English IV; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**Links:** Click [here](#) for a link to the English IV Planning Guide, Curriculum Map, Unit Plans, Performance Assessments, Scoring Tool and Toolset

**COURSE DESCRIPTION**

In English IV, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will prepare them for post-secondary experiences. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English IV will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English IV honors will participate in a summer reading project. Honors courses are weighted.
## English Language Arts

### Course Descriptions

#### English as a Second Language I (ESL I)

**Course Number:** 185101R / 185102R  
**Grade Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 1.0-1.9 on the W-APT screener or ACCESS annual assessment.  
**Number of Credits Earned:** 2.0  
**Type of Graduation Credit Earned:** 1.0 credit toward ELA graduation requirement met; 1.0 Career Ed; Elective  
**Course Duration:** 2 Semesters  
**Teacher Certification Required:** Professional Educator License with Secondary School (6 -12), English endorsement and ESL Endorsement or approval  
**Links:** Click [here](#) for a link to the Office of Language and Culture’s Knowledge Center Page which contains useful information and resources for working with English Language Learners

**COURSE DESCRIPTION**

This mandatory two-period course is designed for English learners at the Entering - Emerging Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL I focus is on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It is designed as a two-period course to comprehensively provide sequential language development in listening, speaking, reading, and writing skills. ESL I is based on intentional instruction with consistent exposure to complex texts, a variety of text types aligned to CCSS genres, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. ESL I curriculum is aligned to WIDA and Common Core State Standards. This course must be scheduled as a double period. One period is counted as an ELA credit, and the other as a career education or elective credit. ESL instruction is a required component of services for English learners.

#### English as a Second Language II (ESL II)

**Course Number:** 186201R / 186202R  
**Grade Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level of 2.0-2.9 on the W-APT screener or ACCESS annual assessment and or successful Completion of ESL I.  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** 1.0 credit toward ELA graduation requirement met.  
**Course Duration:** 2 Semesters  
**Teacher Certification Required:** Teacher Certification Required: Professional Educator License with Secondary School (6 -12), English endorsement and ESL Endorsement or approval.  
**Links:** Click [here](#) for a link to the Office of Language and Culture’s Knowledge Center Page which contains useful information and resources for working with English Language Learners

**COURSE DESCRIPTION**

This course is designed for English Learners at the Emerging - Developing Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL II focus is on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It provides sequential language development in listening, speaking, reading, and writing skills. ESL II is based on intentional instruction with consistent exposure to complex texts, a variety of text types aligned to CCSS genre s, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. This course is scheduled as a single period satisfies the high school ELA graduation requirement of one credit. ESL
Two Period English as a Second Language II (ESL II)

**Course Number:** 185201R / 185202R  
**Grade Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level of 2.0-2.9 on the W-APT screener or ACCESS annual assessment and or successful Completion of ESL I.  
**Number of Credits Earned:** 2.0  
**Type of Graduation Credit Earned:** 1.0 credit toward ELA graduation requirement met; 1.0 Career Ed; Elective  
**Course Duration:** 2 Semesters  
**Teacher Certification Required:** Teacher Certification Required: Professional Educator License with Secondary School (6 -12), English endorsement and ESL Endorsement or approval.  
**Links:** Click [here](#) for a link to the Office of Language and Culture’s Knowledge Center Page which contains useful information and resources for working with English Language Learners

**COURSE DESCRIPTION**

This course is designed for English Learners at the Beginning - Developing Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL II focus is on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It provides sequential language development in listening, speaking, reading, and writing skills. ESL II – Two Period is based on intentional instruction with consistent exposure to complex texts, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. ESL II – Two Period curriculum is aligned to WIDA and Common Core State Standards and offers an extra period of support to further develop English Learners’ Listening, Speaking, Reading, and Writing skills. One period is counted as an ELA credit and the other as a career education or elective credit. ESL instruction is a required component of services for English learners.

English as a Second Language III (ESL III)

**Course Number:** 186301R / 186302R  
**Grade Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 3.0-3.9 on the W-APT screener or ACCESS annual assessment and or successful completion of ESL II.  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** 1.0 credit toward ELA graduation requirement met.  
**Course Duration:** 2 Semesters  
**Teacher Certification Required:** Teacher Certification Required: Professional Educator License with Secondary School (6 -12), English endorsement and ESL Endorsement or approval.  
**Links:** Click [here](#) for a link to the Office of Language and Culture’s Knowledge Center Page which contains useful information and resources for working with English Language Learners

**COURSE DESCRIPTION**

This course is designed for English learners at the Expanding Level of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL III focuses on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. This course is based on rigorous and intentional benchmarked instruction with consistent engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Writing and discourse development are emphasized,
along with a contextual understanding of the history and culture of the United States. ESL III is based on intentional instruction focusing on complex texts, a variety of text types aligned to CCSS genre s, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. ESL III is a single period and is aligned to WIDA and Common Core State Standards. This course is scheduled as a single period satisfies the high school English graduation requirement of one English credit. ESL instruction is a required component of services for English learners.

**Foundational Writing I**

**Course Number:** 144101R / 144102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This writing course will explore the entire cycle of the writing process, including pre-writing, drafting, responding, editing, and publishing. Students will explore various genres of writing, aligned to relevant strands of CCSS. Students will also review writing fundamentals, including structure, mechanics and grammar.

**Foundational Writing II**

**Course Number:** 144201R / 144202R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This supplemental writing course builds on the skills and competencies addressed in Foundational Writing 1. Students will explore the entire cycle of the writing process, with coursework aligned to relevant strands of the CCSS. Students will engage with various genres of writing, with a focus on writing fundamentals, including sentence, paragraph, and essay structure. Grammar, usage, and mechanics will also be addressed.

**Writing III**

**Course Number:** 147101R / 147102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This supplemental writing course builds on the skills and competencies addressed in Foundational Writing II as students move on to higher levels of sophistication. Students will explore the entire cycle of the writing process, with coursework aligned to relevant strands of the CCSS and demonstrate emerging skills in a variety of genres of writing, with a focus on writing fundamentals, including sentence, paragraph, and essay structure. Grammar, usage, and mechanics will also be addressed.

**Honors Writing III**

**Course Number:** 147101H / 147102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English
COURSE DESCRIPTION
This supplemental writing course builds on the skills and competencies addressed in Foundational Writing II. Students will explore the entire cycle of the writing process, with coursework aligned to relevant strands of the CCSS. Students will engage with various genres of writing, with a focus on writing fundamentals, including sentence, paragraph, and essay structure. Grammar, usage, and mechanics will also be addressed.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in Writing III Honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

Communications I for English Learners (ELs)

Course Number: 167101R / 167102R
Course Level: Regular
Prerequisites: Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 1.0-1.9 on the W-APT screener or ACCESS annual assessment
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

COURSE DESCRIPTION
This course is designed for ELs enrolled in English as a Second Language (ESL) I at the Entering-Emerging levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications I for ELs focuses on further developing students’ receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking, with emphasis on developing academic vocabulary in context. Materials are the same as those used in ESL I curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres to meet the language needs of students.

Communications II for English Learners (ELs)

Course Number: 167201R / 167202R
Course Level: Regular
Prerequisites: Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 2.0-2.9 on the W-APT screener or ACCESS annual assessment
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

COURSE DESCRIPTION
This course is designed for ELs enrolled in English as a Second Language (ESL) II at the Emerging-Developing levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications II for ELs focuses on further developing students’ receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking, with emphasis on developing academic vocabulary in context. Materials are the same as those used in ESL II curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres to meet the language needs of students.
Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres, to meet the language needs of students.

Communications III for English Learners (ELs)

Course Number: 167301R / 167302R
Course Level: Regular
Prerequisites: Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 3.0-3.9 on the W-APT screener or ACCESS annual assessment
Number of Credits Earned: 1.0
Type of Graduation CreditEarned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

COURSE DESCRIPTION
This course is designed for ELs enrolled in English as a Second Language (ESL) III at the Developing-Expanding levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications III for ELs focuses on further developing students' receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking with emphasis on developing academic writing in context. Materials are the same as those used in ESL III curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres, to meet the language needs of students.

Communications IV for English Learners (ELs)

Course Number: 167401R / 167402R
Course Level: Regular
Prerequisites: Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 4.0-6.0 on the W-APT screener or ACCESS annual assessment
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

COURSE DESCRIPTION
This course is designed for ELs enrolled in English Language Arts (ELA) courses at the Expanding, Bridging, and Reaching levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications IV for ELs focuses on strengthening students' receptive and productive skills in reading/writing and listening/speaking to ensure academic success in general program courses, post-secondary courses, and professional settings. Students participate in individual and group structured instructional activities that directly support the reading/writing and listening/speaking rigor in general program courses with emphasis on developing increased fluency in reading, writing, listening, and speaking language domains equivalent that of their native English - speaking peers. Materials are the same as those used in ELA courses (with EL Constraints) with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres, to support the language needs of ELs.

Language and Literacy I

Course Number: 187101R / 187102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
English Language Arts

Course Descriptions

Teacher Certification Required: English

COURSE DESCRIPTION
A companion course to English 1, this course emphasizes the basic principles needed for college-level reading and writing as an integrated whole. An emphasis is placed on developing analytical and critical thinking skills through reading and writing across a variety of genres and disciplines, aligned to relevant strands of CCSS.

Honors Language and Literacy I

Course Number: 187101H / 187102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
A companion course to English I, this course emphasizes the basic principles needed for college-level reading and writing as an integrated whole. An emphasis is placed on developing analytical and critical thinking skills through reading and writing across a variety of genres and disciplines, aligned to relevant strands of CCSS.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in Language and Literacy Honors will engage in practices that will prepare them for future honors and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

Language and Literacy II

Course Number: 187201R / 187202R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
A companion course to English 2, this course builds upon skills and competencies addressed in Language and Literacy 1. A continued emphasis is placed on the principles needed for college-level reading and writing as an integrated whole. Students will continue to develop analytical and critical thinking skills through reading and writing across a variety of genres and disciplines, aligned to relevant strands of CCSS.

Language and Literacy III

Course Number: 187301R / 187302R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
A companion course to English 3, this course builds upon skills and competencies addressed in Language and Literacy 1 and 2. The principles needed for college-level reading and writing continue to be addressed, as students develop analytical and critical thinking skills through reading and writing across a variety of genres and disciplines, aligned to relevant strands of CCSS.
English Language Arts

Course Descriptions

African American Literature

Course Number: 190101R / 190102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English III; English IV; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In African-American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the African-American experience, issues of representation, and the cultural and historical context of African-American literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.

Honors Multicultural Literature

Course Number: 191101H / 191102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English III; English IV; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In this multicultural literature course, students will be given the opportunity to develop an appreciation for the depth and diversity of historically marginalized groups within the United States from a literary perspective. Readings will cover a range of different cultural backgrounds, ethnicities, race, gender, and orientation over the course of American history with an emphasis on literature written in the last 100+ years. Texts are selected from a variety of genres including poetry, short stories, novels, autobiographies, essays, speeches, memoirs, and related non-fiction and informational pieces. Themes will include alienation, assimilation, enculturation, the struggle for power, identity, and acceptance.

This course is aligned to all relevant strands of CCSS and emphasizes reading, writing, listening, speaking, and critical thinking through the analysis of various literary works. In an honors class, students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Honors African American Literature

Course Number: 190101H / 190102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: English III; English IV; Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In African-American Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the African-American experience, issues of
representation, and the cultural and historical context of African-American literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Honors Experimental Literature**

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<td>Course Level:</td>
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<tr>
<td>Prerequisites:</td>
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<tr>
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<td>Recommended Course Duration:</td>
<td>2 semesters</td>
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<tr>
<td>Teacher Certification Required:</td>
<td>English</td>
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**COURSE DESCRIPTION**

This course will examine current developments in literature and composition, focusing on new and evolving literary forms. Students will examine and evaluate these forms, developing the ability to reflect critically both through oral and written communication. This course is aligned to all relevant strands of CCSS and emphasizes reading, writing, and critical thinking through the analysis of nonstandard forms of literature.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Honors Modern Poetry**

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<tr>
<td>Course Level:</td>
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<tr>
<td>Prerequisites:</td>
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<td>Recommended Course Duration:</td>
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<td>Teacher Certification Required:</td>
<td>English</td>
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**COURSE DESCRIPTION**

In Honors Modern Poetry, students will engage in grade level Common core State Standards (CCSS) aligned reading and writing practices through an analysis of twentieth century poetry, focusing both on its craft and themes. Students will express themselves in multiple writing formats and write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Honors Writing Center Instructors**

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<th>Course Number:</th>
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<tr>
<td>Teacher Certification Required:</td>
<td>English</td>
</tr>
</tbody>
</table>
**COURSE DESCRIPTION**

Writing Center Instructors will learn about and develop various forms of writing aligned to the relevant strands of CCSS and will use understanding of these skills to assist peers who visit the Writing Center, supporting them in the development of writing skills and revision of written work.

Writing Center instructors will reflect on the implementation of these practices, improving instruction through collaboration with peers and instructors.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Honors Writing Center Instructors II**

**Course Number:** 178101R / 178102R  
**Course Level:** Honors  
**Prerequisites:** Honors Writing Center Instructors I  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

Writing Center Instructors will continue learning about and developing various forms of writing aligned to the relevant strands of CCSS and will use understanding of these skills to assist peers who visit the Writing Center, supporting them in the development of writing skills and revision of written work. Writing Center instructors will reflect on the implementation of these practices, improving instruction through collaboration with peers and instructors. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. As Writing Center II students, they have the added responsibilities of training novice tutors and submitting their research from Honors Writing Instructors I to conferences and academic journals for publication. This course is particularly relevant for those who are interested in leadership, writing, or education.

**IB MYP English I**

**Course Number:** 178101R / 178102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English I; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In addition to meeting IB MYP requirements, students in IB MYP English I will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts to bridge their learning from middle school to high school. Students will engage in practices to support their emerging mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening.

**IB MYP Language and Literacy**

**Course Number:** 187121R / 187122R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0
English Language Arts

Course Descriptions

**Type of Graduation Credit Earned:** Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. At the high school level, MYP can be offered to students in grades 9 and 10. While content and course objectives in MYP classes may not differ dramatically from those in other CPS classrooms, MYP classes will be aligned to IB assessment criteria. MYP is a flexible curriculum framework that can be adapted to meet the needs of all students. A companion course to English I, this course emphasizes the basic principles needed for college-level reading and writing as an integrated whole. An emphasis is placed on developing analytical and critical thinking skills through reading and writing across a variety of genres and disciplines, aligned to relevant strands of CCSS.

**Honors IB MYP English I**

**Course Number:** 178101H / 178102H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English I; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Teachers will plan using the MYP objectives and assess using the MYP criteria. In addition to meeting IB MYP requirements, students in English I honors will engage in practices that will prepare them for future honors and IB and AP coursework as well as participate in a summer reading project. Honors courses are weighted.

**IB MYP English II**

**Course Number:** 178201R / 178202R

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In addition to meeting IB MYP requirements, students in IB MYP English II will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English I will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English I honors will engage in practices that will prepare them for future honors and IB and AP coursework as well as participate in a summer reading project. Honors courses are weighted.
investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

**IB MYP Two Per ESL I**

**Course Number:** 185111R / 185112R  
**Course Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 1.0-1.9 on the W-APT screener or ACCESS annual assessment.  
**Number of Credits Earned:** 2.0  
**Type of Graduation Credit Earned:** English I; English II; English III; English IV; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Teacher Certification Required: Professional Educator License with Secondary School (6 -12), English endorsement and ESL Endorsement or approval.

**COURSE DESCRIPTION**

This mandatory two-period course is designed for English learners at the Entering - Emerging Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL I focus is on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It is designed as a two-period course to comprehensively provide sequential language development in listening, speaking, reading, and writing skills. ESL I is based on intentional instruction with consistent exposure to complex texts, a variety of text types aligned to CCSS genres, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students. ESL I curriculum is aligned to WIDA and Common Core State Standards. This course must be scheduled as a double period. One period is counted towards English I credit and the other one as an elective credit.

**IB MYP English as a Second Language II**

**Course Number:** 186211R / 186212R  
**Course Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level of 2.0-2.9 on the W-APT screener or ACCESS annual assessment and or successful completion of ESL I.  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English II; English I; English III; English IV; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Teacher Certification Required: Professional Educator License with Secondary School (6 -12), English endorsement and ESL Endorsement or approval.

**COURSE DESCRIPTION**

This course is designed for English Learners at the Emerging - Developing Levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL II focus is on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. It provides sequential language development in listening, speaking, reading, and writing skills. ESL II is based on intentional instruction with consistent exposure to complex texts, a variety of text types aligned to CCSS genres, high levels of analytical thinking, exposure to the history and culture of the United States, and differentiated to meet the language needs of students.
composite literacy proficiency level between 3.0-3.9 on the W-APT screener or ACCESS annual assessment and or successful completion of ESL II.

Number of Credits Earned: 1.0

Type of Graduation Credit Earned: English III; English I; English II; English IV; Career Ed; Elective

Recommended Course Duration: 2 semesters

Teacher Certification Required: Teacher Certification Required: Professional Educator License with Secondary School (6-12), English endorsement and ESL Endorsement or approval.

COURSE DESCRIPTION

This course is designed for English learners at the Expanding Level of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance Definitions adopted by the Illinois State Board of Education (ISBE). ESL III focuses on the development of students’ communication skills for social and instructional purposes, as well as their ability to communicate information, ideas, and concepts necessary for academic success in all core subject areas. This course is based on rigorous and intentional benchmarked instruction with consistent engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Writing and discourse development are emphasized, along with a contextual understanding of the history and culture of the United States. ESL III is based on intentional instruction focusing on complex texts, a variety of text types.

IB MYP Comm I For English Language Learners

Course Number: 167111R / 167112R

Course Level: Regular

Prerequisites: Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 1.0-1.9 on the W-APT screener or ACCESS annual assessment

Number of Credits Earned: 1.0

Type of Graduation Credit Earned: Elective

Recommended Course Duration: 2 semesters

Teacher Certification Required: Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

COURSE DESCRIPTION

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria.

This course is designed for ELs enrolled in English as a Second Language (ESL) I at the Entering-Emerging levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications I for ELs focuses on further developing students’ receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking, with emphasis on developing academic vocabulary in context. Materials are the same as those used in ESL I curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres to meet the language needs of students.
**IB MYP Comm II For English Language Learners**

**Course Number:** 167211R / 167212R  
**Course Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 2.0-2.9 on the W-APT screener or ACCESS annual assessment  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course is designed for ELs enrolled in English as a Second Language (ESL) I at the Entering-Emerging levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications I for ELs focuses on further developing students’ receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking, with emphasis on developing academic vocabulary in context. Materials are the same as those used in ESL I curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres to meet the language needs of students.

**IB MYP Communications III for English Learners (ELs)**

**Course Number:** 167321R / 167322R  
**Course Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 3.0-3.9 on the W-APT screener or ACCESS annual assessment  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course is designed for ELs enrolled in English as a Second Language (ESL) III at the Developing-Expanding levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications III for ELs focuses on further developing students’ receptive and productive skills in reading/writing and listening/speaking. Students participate in individual and group structured instructional activities that directly target the development of reading/writing and listening/speaking, with emphasis on developing academic writing in context. Materials are the same as those used in ESL III curriculum with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), MYP Objectives, WIDA English Language Development standards (ELD), and CCSS genres, to meet the language needs of students.
**IB MYP Comm IV For English Language Learners**

**Course Number:** 167411R / 167412R  
**Course Level:** Regular  
**Prerequisites:** Enrollment in a TBE and/or TPI Program, composite literacy proficiency level between 4.0-6.0 on the W-APT screener or ACCESS annual assessment  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** Professional Educator License with Secondary (6-12), English Endorsement, and ESL Endorsement or Approval  

**COURSE DESCRIPTION**

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course is designed for ELs enrolled in English Language Arts (ELA) courses at the Expanding, Bridging, and Reaching levels of English language proficiency, as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Performance definitions adopted by the Illinois State Board of Education (ISBE). Communications IV for ELs focuses on strengthening students’ receptive and productive skills in reading/writing and listening/speaking to ensure academic success in general program courses, post-secondary courses, and professional settings. Students participate in individual and group structured instructional activities that directly support the reading/writing and listening/speaking rigor in general program courses with emphasis on developing increased fluency in reading, writing, listening, and speaking language domains equivalent that of their native English speaking peers. Materials are the same as those used in ELA courses (with EL Constraints) with consistent exposure to complex texts, a variety of text types, aligned to Common Core State Standards (CCSS), WIDA English Language Development standards (ELD), and CCSS genres, to support the language needs of ELs.

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**Honors IB MYP English II**

**Course Number:** 178201H / 178202H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English III; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**

The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In addition to meeting IB MYP requirements, students in IB MYP English II will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices, through a wide range of literary and informational texts that will build upon English I. Students will engage in practices to support their mastery of the CCSS for Writing in their grade band, and express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students in English II will employ academic English in discussion that align to CCSS for Speaking & Listening.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Students in English II honors will engage in practices that will prepare them for future honors and IB and AP coursework as well as participate in a summer reading project. Honors courses are weighted.
**IB MYP Foundational Writing II**

**Course Number:** 144211R / 144211R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria.

This supplemental writing course builds on the skills and competencies addressed in Foundational Writing I. Students will explore the entire cycle of the writing process, with coursework aligned to relevant strands of the CCSS. Students will engage with various genres of writing, with a focus on writing fundamentals, including sentence, paragraph, and essay structure. Grammar, usage, and mechanics will also be addressed.

**IB SL Literature and Performance I**

**Course Number:** 195501A / 195502A  
**Course Level:** Advanced  
**Prerequisites:** English II  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English IV; Fine Arts – Theatre/Drama; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  
**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**
The literature and performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance. The course is organized into three parts which cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

**IB SL Literature and Performance II**

**Course Number:** 195601A / 195602A  
**Course Level:** Advanced  
**Prerequisites:** IB SL Literature and Performance I  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English IV; Fine Arts – Theatre/Drama; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  
**Links:** Click [here](#) for a link with more detailed information about the course

**COURSE DESCRIPTION**
The literature and performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance. The course is organized into three parts which cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

**Asian American Literature**

**Course Number:** 166101R / 166102R
**English Language Arts**

**Course Descriptions**

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; English IV; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course is a survey of Asian American literature. Students will explore major works from the late 19th century to the present, with a focus on classic and contemporary literature. While reading and writing, students will identify the writers’ recurring themes, as well as examine the social and political contexts of each written or oral piece. The course will concentrate on the immigrant experience as it relates to the following significant themes of identity, memory, alienation, assimilation, solidarity, and resistance. The course focuses on prose (the novel, short stories, and autobiography), poetry, drama, and film. In addition, students will discuss what lies ahead for Asian Americans and all Americans in a multicultural world. Preparation for service learning, ACT, SAT and high stakes tests is incorporated during the year through the application of critical thinking skills in class discussions and assignments, as well as through assessments using standardized test formats.

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**Honors Asian American Literature**

**Course Number:** 166101H / 166102H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** English III; English IV; Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course is a survey of Asian American literature. Students will explore major works from the late 19th century to the present, with a focus on classic and contemporary literature. While reading and writing, students will identify the writers’ recurring themes, as well as examine the social and political contexts of each written or oral piece. The course will concentrate on the immigrant experience as it relates to the following significant themes of identity, memory, alienation, assimilation, solidarity, and resistance. The course focuses on prose (the novel, short stories, and autobiography), poetry, drama, and film. In addition, students will discuss what lies ahead for Asian Americans and all Americans in a multicultural world. Preparation for service learning, ACT, SAT and high stakes tests is incorporated during the year through the application of critical thinking skills in class discussions and assignments, as well as through assessments using standardized test formats.

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**Honors South Asian Literature**

**Course Number:** 172101H / 172102H

**Course Level:** Honors

**Prerequisites:** Passing grades in core English classes

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In Honors South Asian Literature, students will engage in grade level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of the South Asian experience, issues of representation, and the cultural and historical context of South Asian literature. Students will express themselves in multiple writing formats including narratives, investigative reports, literary analyses, and research papers. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussion that align to the CCSS for Speaking & Listening.
In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Argumentative Literacy I**

**Course Number:** 131801R / 131802R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**

In argument and debate, students will learn the principles and structure of argumentation that are aligned to the relevant strands of CCSS. This course is designed to present you with a set of systematic strategies which should increase your abilities to react critically and to form arguments. Strategies for advocating and arguing positions will be honed as students examine reasoning in speeches, conversations, essays, and group deliberations.

**Honors Argumentative Literacy I**

**Course Number:** 131801H / 131802H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**

This course builds upon the skills of argumentation aligned to the relevant strands of CCSS and content of Argumentative Literacy I. By further enhancing critical reasoning skills, students will strengthen their oratorical skills and build upon their talents for formal debate. Students will continue to engage in argument based discourse, writing, and reading in various topics.

**Honors Argumentative Literacy II**

**Course Number:** 131901H / 131902H  
**Course Level:** Honors
**Prerequisites:** Argumentative Literacy I

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills of argumentation aligned to the relevant strands of CCSS and content of Argumentative Literacy I. By further enhancing critical reasoning skills, students will strengthen their oratorical skills and build upon their talents for formal debate. Students will continue to engage in argument based discourse, writing, and reading in various topics.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Journalism**

**Course Number:** 132101R / 132102R

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In this course, students will explore the basic elements of journalism and news production aligned to the relevant strands of the CCSS. Students will develop their competencies and skills with interviewing, journalism writing, editing and newspaper production. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

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**Honors Journalism**

**Course Number:** 132101H / 132102H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills of argumentation aligned to the relevant strands of CCSS and content of Argumentative Literacy II. By further enhancing critical reasoning skills, students will show emerging mastery of their oratorical skills and further build upon their talents for formal debate. Students will continue to engage in argument based discourse, writing, and reading in various
COURSE DESCRIPTION
In this course, students will explore the basic elements of journalism and news production aligned to the relevant strands of the CCSS. Students will develop their competencies and skills with interviewing, journalism writing, editing and newspaper production. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Journalism II

Course Number: 132201R / 132202R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course builds upon the skills and competencies addressed in Journalism I. By further engaging in critical analysis of journalistic writing, students demonstrate their ability to write in a variety of media formats for specific audiences that is aligned to the relevant strands of the CCSS. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

Honors Journalism II

Course Number: 132201H / 132202H
Course Level: Honors
Prerequisites: Journalism II
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course builds upon the skills and competencies addressed in Journalism I. By further engaging in critical analysis of journalistic writing, students demonstrate their increasing ability to write in a variety of media formats for specific audiences that is aligned to the relevant strands of the CCSS. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Honors Journalism III

Course Number: 132301H / 132302H
Course Level: Honors
Prerequisites: Journalism II
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course builds upon the skills and competencies addressed in Journalism II. By further engaging in critical analysis of journalistic writing, students demonstrate their increasing ability to write in a variety of media formats for specific audiences that is aligned to the relevant strands of the CCSS. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised. In an honors class students will be expected to meet
the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Drama I English**

**Course Number:** 133101R / 133102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Arts - Theater; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
In this course, students will explore the dramatic works of literature both through reading and performance. They will be introduced to the history of performance, playwriting and acting. The course will also address the basic elements of scene production, improvisation, and creative writing.

**Honors Drama I English**

**Course Number:** 133101H / 133102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Arts - Theater; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Drama II English**

**Course Number:** 133201R / 133202R  
**Course Level:** Regular  
**Prerequisites:** Drama I  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Arts - Theater; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
This course builds upon the skills and competencies addressed in Drama I. Classwork focuses on characterization, playwriting and playwrights contributions to theater. Improvisation, creative dramatics and scene work help students challenge and strengthen their acting skills.

**Honors Drama II English**

**Course Number:** 133201H / 133202H  
**Course Level:** Honors  
**Prerequisites:** Drama I  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Arts - Theater; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters
Course Descriptions

**English Language Arts**

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and competencies addressed in Drama I. Classwork focuses on characterization, playwriting and playwrights contributions to theater. Improvisation, creative dramatics and scene work help students challenge and strengthen their acting skills.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Creative Writing**

**Course Number:** 163101R / 163102R

**Course Level:** Regular

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

Creative writing will support the development of narrative writing as identified in the CCSS. The course will focus on the fundamentals of writing fiction, e.g. short stories, plays, personal narratives, screenplays, poetry, etc. Students will delve into the craft of writing technique, tone, style, and voice as they draft, revise, and provide and receive feedback from peers and teacher.

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**Honors Creative Writing**

**Course Number:** 143101H / 143102H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

Creative writing will support the development of narrative writing as identified in the CCSS. The course will focus on the fundamentals of writing fiction, e.g. short stories, plays, personal narratives, screenplays, poetry, etc. Students will delve into the craft of writing technique, tone, style, and voice as they draft, revise, and provide and receive feedback from peers and teacher.

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**Honors Creative Writing II**

**Course Number:** 143201H / 143202H

**Course Level:** Honors

**Prerequisites:** None

**Number of Credits Earned:** 1.0

**Type of Graduation Credit Earned:** Career Ed; Elective

**Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and competencies addressed in Creative Writing I. By further exploring the various genres, students will analyze the literary elements and how they work together within a particular text. Students will deepen their skills in the craft of writing fiction, e.g. short stories, plays, personal narratives, screenplays, poetry, etc. and take a more specialized approach to studying a selected genre.
English Language Arts

Course Descriptions

**Course Catalog**

**English Language Arts**

Course Descriptions

**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and competencies addressed in Creative Writing I. By further exploring the various genres, students will analyze the literary elements and how they work together within a particular text. Students will deepen their skills in the craft of writing fiction, e.g. short stories, plays, personal narratives, screenplays, poetry, etc. and take a more specialized approach to studying a selected genre.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Advertising Communications**

**Course Number:** 149201R / 149202R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and competencies addressed in Business & Marketing. Students will continue to learn the skills and concepts related to marketing. They will also learn about career opportunities in the field of marketing. Specific topics will include selling skills, advertising and promotion. Student leadership development and employment skills are integrated into this course.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Honors Advertising Communications**

**Course Number:** 149201H / 149202H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and competencies addressed in Business & Marketing. Students will continue to learn the skills and concepts related to marketing. They will also learn about career opportunities in the field of marketing. Specific topics will include selling skills, advertising and promotion. Student leadership development and employment skills are integrated into this course.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Business & Marketing Communications**

**Course Number:** 149101R / 149102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course presents an overview of marketing—the business operations that connect a product or service to its user. Students will learn skills and concepts such as
the four P’s (people, processes, programs, performance) of marketing, channels of distribution, sales, customer service, advertising and promotion. They will practice communications and human-relations skills. Student will have ample opportunities for leadership development and will build employment skills.

**Honors Business & Marketing Communications**

**Course Number:** 149101H / 149102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course presents an overview of marketing—the business operations that connect a product or service to its user. Students will learn skills and concepts such as the four P’s (people, processes, programs, performance) of marketing, channels of distribution, sales, customer service, advertising and promotion. They will practice communications and human-relations skills. Student will have ample opportunities for leadership development and will build employment skills.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Broadcast Journalism I**

**Course Number:** 106101R / 106102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  

**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

The Broadcast Journalism course is the critical analysis of mainstream news reporting through history, analytical writing of broadcast scripts including in-depth news stories, group discussion of current events and how news shapes society through reporting, research, and the creative exploration of challenges to our current society. Students will learn how to analyze and to critique written and visual news sources; they will then write persuasive news scripts and create visual stories that will inform the viewers in ethical and unbiased ways. This course moves beyond the technical aspects of broadcast to the analytical, critical, and ethical practices of the profession. Students will engage with a wide variety of non-fiction, including books, critical articles, and print news stories, as well as visual works such as documentaries and news broadcasts in order to explore how news informs and shapes society.
as documentaries and news broadcasts in order to explore how news informs and shapes society.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Broadcast Journalism II

Course Number: 106201R / 106202R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
The Broadcast Journalism course is the critical analysis of mainstream news reporting through history, analytical writing of broadcast scripts including in-depth news stories, group discussion of current events and how news shapes society through reporting, research, and the creative exploration of challenges to our current society. Students will learn how to analyze and to critique written and visual news sources; they will then write persuasive news scripts and create visual stories that will inform the viewers in ethical and unbiased ways. This course moves beyond the technical aspects of broadcast to the analytical, critical, and ethical practices of the profession. Students will engage with a wide variety of non-fiction, including books, critical articles, and print news stories, as well as visual works such as documentaries and news broadcasts in order to explore how news informs and shapes society. Students in Honors Broadcast Journalism II would build on knowledge from Honors Broadcast Journalism I and read and analyze more complex texts and create more comprehensive synthesis projects.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Journalism-Yearbook I

Course Number: 156101R / 156102R
Course Level: Regular
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**
In this course, students will practice basic journalism concepts and skills aligned to the relevant CCSS including, news gathering/interviewing, news writing, copy editing and page design. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

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**Honors Journalism-Yearbook I**

**Course Number:** 156101H / 156102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**
In this course, students will practice basic journalism concepts and skills aligned to the relevant CCSS including, news gathering/interviewing, news writing, copy editing and page design. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Journalism-Yearbook II**

**Course Number:** 156201R / 156202R  
**Course Level:** Regular  
**Prerequisites:** Journalism-Yearbook I  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**
In this course, students will practice basic journalism concepts and skills aligned to the relevant CCSS including, news gathering/interviewing, news writing, copy editing and page design. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

This course builds upon the skills and content aligned to the relevant strands of CCSS that students are introduced to in Yearbook I. In this course, students will be responsible for producing and publishing the school yearbook. Editors, writers, photographers and layout designers will be responsible for copy writing, interviewing, layout design and yearbook staff organization.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.
Yearbook Editor

Course Number: 156401R / 156402R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course builds upon the skills and content aligned to the relevant strands of CCSS that students are introduced to in Yearbook I and II. In this course, students will be responsible for overseeing the production and publishing of the school yearbook, engaging in and supporting peers with the copy writing, interviewing, layout design and yearbook staff organization.

Journalism-Newspaper I

Course Number: 159101R / 159102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In this course, students will practice basic journalism skills and concepts aligned to the relevant CCSS including, news gathering and interviewing, news writing, copy editing and page design. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

Honors Journalism-Newspaper I

Course Number: 159101H / 159102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0

Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Journalism-Newspaper II

Course Number: 159201R / 159202R
Course Level: Regular
Prerequisites: Journalism-Newspaper I
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course builds upon the skills and concepts aligned to the relevant strands of CCSS that students are introduced to in Newspaper I. Students will do all the work necessary to produce and publish the school newspaper. Staff members will gather news, research and write copy and help complete newspaper pages.

Honors Journalism-Newspaper II

Course Number: 159201H / 159202H
Course Level: Honors
Prerequisites: Journalism-Newspaper I
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
### English Language Arts

**Course Descriptions**

**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and concepts aligned to the relevant strands of CCSS that students are introduced to in Newspaper I. Students will do all the work necessary to produce and publish the school newspaper. Staff members will gather news, research and write copy and help complete newspaper pages.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Honors Journalism-Newspaper III**

**Course Number:** 159301H / 159302H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course builds upon the skills and concepts aligned to the relevant strands of CCSS that students are introduced to in Newspaper II. Students will do all of the work necessary to produce and publish the school newspaper. Staff members will gather news, research and write copy and complete newspaper pages.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

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**Honors Women in Literature**

**Course Number:** 145101H / 145102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In this course, students will critically study of women writers in world literature. Readings will cover a range of different world cultures and time periods. Texts are selected from a variety of genres including poetry, short stories, novels, autobiography, and essays. Students will study literary works that focus on issues relating to gender, empowerment and feminism.

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**Humanities**

**Course Number:** 196201R / 196202R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In this course, students will be given the opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This course is aligned to all relevant strands of CCSS and emphasizes reading, writing and critical thinking through the analysis of literature, primary historical documents and oral presentations.

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**Honors Humanities**

**Course Number:** 196201H / 196202H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English
Course Catalog

English Language Arts

Course Descriptions

**COURSE DESCRIPTION**
In this course, students will be given the opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This course is aligned to all relevant strands of CCSS and emphasizes reading, writing and critical thinking through the analysis of literature, primary historical documents and oral presentations. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Speech**

- **Course Number:** 134101R / 134102R
- **Course Level:** Regular
- **Prerequisites:** None
- **Number of Credits Earned:** 1.0
- **Type of Graduation Credit Earned:** Career Ed; Elective
- **Recommended Course Duration:** 2 semesters
- **Teacher Certification Required:** English

**COURSE DESCRIPTION**
In this course, students will concentrate on the organization, content and delivery of traditional public speaking that are aligned to the relevant strands of CCSS. Students will present a variety of speeches using multiple methods. The course is designed to improve poise and self-confidence in all speaking situations, as well as develop logical thinking skills.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Intermediate Topics in Film Studies**

- **Course Number:** 195101R / 195102R
- **Course Level:** Regular
- **Prerequisites:** None
- **Number of Credits Earned:** 1.0
- **Type of Graduation Credit Earned:** Career Ed; Elective
- **Recommended Course Duration:** 2 semesters
- **Teacher Certification Required:** English

**COURSE DESCRIPTION**
In this course, students will be introduced to the basics of film analysis, cinematic formal elements, genre and narrative structure that are aligned to the relevant strands of CCSS. Students will develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will gain foundational knowledge in the formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the film, as well as some fundamental principles of analysis, genre, style, performance and storytelling.

**Honors Speech**

- **Course Number:** 134101H / 134102H
- **Course Level:** Honors
- **Prerequisites:** None
- **Number of Credits Earned:** 1.0
- **Type of Graduation Credit Earned:** Career Ed; Elective
- **Recommended Course Duration:** 2 semesters

**Teacher Certification Required:** English
English Language Arts

Course Descriptions

Honors Intermediate Topics in Film Studies

Course Number: 195101H / 195102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
In this course, students will develop critical and analytical skills needed to be a cinema practitioner. They will be introduced to the basics of film analysis, cinematic formal elements, genre and narrative structure that are aligned to the relevant strands of CCSS. Students will develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will gain foundational knowledge in the formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the film, as well as some fundamental principles of analysis, genre, style, performance and storytelling. Students will enter the course with a story idea and create a screenplay based on that idea as their culminating performance assessment.

Shakespearean Studies

Course Number: 108101R / 108102R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course is a broad introduction to Shakespeare’s dramatic works from a variety of thematic, historical, formal, and/or generic vantages. Approaches taken to the plays will vary, but may include: chronological development, Shakespearean themes, Shakespearean protagonists and historical context. Students will read closely, analyze and synthesize, as well as respond critically, both through discussion and writing, to the various vantage points focused on in the course.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

Science Fiction

Course Number: 164201H / 164202H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
**English Language Arts**

**Course Descriptions**

**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

In this class, students will explore the development of Science Fiction and Fantasy as a literary genre. Students will have the opportunity to study some of the most renowned Science Fiction writers including Isaac Asimov, H.G. Wells, Ray Bradbury, and Philip K. Dick. Students will critique, analyze, and discuss novels, poems, essays, and cinematic interpretations. Throughout the school year, students will engage in literature circles, complete engaging multi-genre projects, and have an opportunity to write creatively on topics in Science Fiction. Some areas of study throughout the course, among others, will include constructive social criticism, the universality of human nature, dystopian societies and the interactions between man and machine.

**Introduction to Gender Studies**

**Course Number:** 146101R / 146102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course introduces key concepts in the study of sex and gender. Students will explore issues of gender, sexuality, race and identity and their interconnectedness. Students will explore various social and historical constructs that reflect past and current ideology. Reading, writing and speaking activities are aligned to relevant CCSS strands. Various disciplines will be explored including literature, film, and art. Students will also engage in various service learning activities.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

**Composition I**

**Course Number:** 189311R / 189312R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English

**COURSE DESCRIPTION**

This course, aligned to relevant strands of the CCSS, focuses on a variety of literary techniques. Students will develop critical and analytical skills in the writing and reading of expository prose. Through formal and informal writing activities, students will write in a variety of non-fiction forms. Course work will also include written assignments that require synthesis, analysis, and argument based on sources. This course engages students in a close examination of all aspects of the writing process.
Composition II

Course Number: 189321R / 189322R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course, aligned to relevant strands of the CCSS, builds upon the skills and competencies addressed in Composition I. Students will analyze texts from both a reader and writer perspective, focusing on ideas and content, structure and organization, style, word choice, and tone. Course work will also include written assignments that require synthesis, analysis, and argument based on sources. Students will expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions.

Composition III

Course Number: 189331R / 189331R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This course, aligned to relevant strands of the CCSS, builds upon the skills and competencies addressed in Composition I and II, as students move on to higher levels of sophistication. Students will demonstrate proficiency in a variety of writing genres, including narrative, informational, argumentative, and technical. This course includes a balance of composition, applied grammar, and literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking.

Honors College Reading

Course Number: 148101H / 148102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
A companion course for AP Language and Literature, this course is designed to intensify student experiences in reading complex texts. In this course students will further develop close reading and analytical strategies, react to literature, and improve their ability to find and explain (through discussion and writing) what is of value in different types of text. In addition, students will examine how authors use language to convey ideas and emotions and significantly advance their vocabulary skills to cope with unfamiliar language.

Honors English Sr. Project

Course Number: 192101H / 192102H
Course Level: Honors
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
This advanced level course takes an interdisciplinary and experiential approach for senior students interested in deepening their levels of skill and proficiency in English-related fields including the following: fiction-writing, film making, advanced debate, philosophy, and linguistics. This course aligns to relevant strands of the CCSS, requiring that students read advanced literary and informational texts, research, write, produce, and present their results, and make formal oral presentations.
Honors Introduction to Philosophy in Literature

Course Number: 164101H / 164102H  
Course Level: Honors  
Prerequisites: None  
Number of Credits Earned: 1.0  
Type of Graduation Credit Earned: Career Ed; Elective  
Recommended Course Duration: 2 semesters  
Teacher Certification Required: English  

COURSE DESCRIPTION
This course, aligned to relevant strands of the CCSS, traces the development of the Western philosophical tradition from its beginnings in classical Greece through the Renaissance, Enlightenment, and Modern periods. Students will read complex texts of philosophical works while examining some of the classic debates in philosophy, including idealism vs. materialism, rationalism vs. empiricism, and modern existentialism. Students will also use the philosophical perspectives they have studied to analyze other works in various genres.

In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and grade level appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing.

Honors Contemporary Literature and Language

Course Number: 183101H / 183102H  
Course Level: Honors  
Prerequisites: None  
Number of Credits Earned: 1.0  
Type of Graduation Credit Earned: English III; Career Ed; Elective  
Recommended Course Duration: 2 semesters  
Teacher Certification Required: English  

COURSE DESCRIPTION
This course explores contemporary political and social issues by examining a combination of current nonfiction and fiction texts. A more sustained focus on nonfiction, compared to literature-track courses, Contemporary Literature addresses many of the same skills as AP English Language but without the fast pace and testing commitment. This is a skill-building course and prepares students for the rigors of freshmen college composition courses. Contemporary Literature’s blending of fiction and nonfiction, touches on several AP reading and writing benchmarks because: (1) pairing nonfiction with current, socially relevant, and engaging novels fosters student interest and (2) a stronger focus on nonfiction cultivates argumentative, rhetorical, and synthesis skills.

Honors Topics in Literature

Course Number: 142101H / 142102H  
Course Level: Honors  
Prerequisites: None  
Number of Credits Earned: 1.0  
Type of Graduation Credit Earned: Career Ed; Elective  
Recommended Course Duration: 2 semesters  
Teacher Certification Required: English  

COURSE DESCRIPTION
This section of Topics in Literature closely examines the literature of Latin America, Africa, Asia, the Middle East and Eastern Europe along with the culture and history surrounding each literary work; as a result, students will learn to connect and interpret the intersections of literature with political movements, religious influences, colonialism, and other aspects of non-western culture. Assigned readings will include several novels, as well as supplemental readings designed to maximize the student’s understanding of the region they are studying. Required work will include short and long essays, projects, presentations, and participation in class discussions.

War and Society

Course Number: 117101R / 117102R  
Course Level: Regular  
Prerequisites: None  
Number of Credits Earned: 1.0  
Type of Graduation Credit Earned: Career Ed; Elective  
Recommended Course Duration: 2 semesters  
Teacher Certification Required: English  

COURSE DESCRIPTION
This course will examine the human experience of war and its influence on individuals and societies throughout time. While the focus will be on some uniquely American viewpoints, war is both a global and historical issue, and as such students will incorporate multiple viewpoints from other countries and conflicts. Sometimes the focus is on the intense experience of the combatant, but given that...
war touches so many other lives, students will look at the experiences of journalists, civilians, and the individuals who are in the thick of it but not taking up arms. Students will also examine the experience of those left behind, who can only hope that their loved one returns. This course continues to expose students to various literary mediums and texts in order to deepen understandings and skills learned in core English courses. Students will survey historical and contemporary literary and nonfiction works that connect to the overall unit themes or essential questions. Students will learn how to improve their analytical thinking skills, formulate critical thinking questions, and write about issues and ideas.

Media Literacy

**Course Number:** 187501R / 187502R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
Media Literacy will explore the different modes used to deliver media and society’s dependence on media. Throughout the course, students will examine the way media influences and shapes experiences. Students will develop critical media literacy thinking skills to better interpret the intent of the media. Students will focus on breaking down and analyzing language, recognizing how there are major mass media issues including gender, language and communities, media and the individual, and media and social relations. Students will analyze how messages and language shift across different mediums and audiences.

Sports and Literature

**Course Number:** 116101R / 116102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
In this course, students will focus on the use of sports in literature. We will read various short stories, novels, non-fiction pieces, poems, and magazine/news articles, as well as write original thoughts and opinions about several themes and ideas. Some of the major themes studied include leadership, character, current trends, rivalries, definitions of success and failure, jinxes and fate, heroes, and coaching ethics. Discussions will address ageism, nationalism, racism, sexism, and the role each plays in the way people participate in and interact with sports in our society. The course connects the ideas to students’ lives by examining the impact sports as on literature. Those taking this class should have an interest in both sports and literature.

Food and Literature

**Course Number:** 118101R / 118102R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
Students will have the opportunity to read a variety of texts focusing on food and write about food in varied genres. The course will include analysis of topics including food issues in current media, the meaning and power of food, and the role food plays in politics and culture. The course will culminate in an advocacy project designed and led by students to address a food-related issue affecting their community.

Honors American Studies English

**Course Number:** 122101H / 122102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** English II; Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
This course is an introduction to the interdisciplinary field of American Studies. Students will examine diverse cultural texts and historical documents to critically understand what “America” means and what it means to be
American. Students investigate whether a shared cultural and historical American heritage informs our notions of citizenship and national identity. What myths and values do Americans share? How do we perform our Americanness? What is the American Dream? In addition to canonical American literature, this course draws on many kinds of primary sources, including memoirs, short stories, films, political speeches, music, photographs, print ads, and television shows.

**Honors 21st Cent Multimedia Lit I**

**Course Number:** 121101H / 121102H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
In this course students become more effective in their use of available modern literacy tools leveraging the expertise of staff, students and community members to develop the multi-media literacy skills required in the 21st Century. The class is designed to be collaborative with students working together to create and showcase projects. Using student created and maintained websites and school broadcasts, students will develop strong and effective lifelong communication skills.

**Honors 21st Cent Multimedia Lit II**

**Course Number:** 121201H / 121202H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
In this course students become more effective in their use of available modern literacy tools leveraging the expertise of staff, students and community members to develop the multi-media literacy skills required in the 21st Century. The class is designed to be collaborative with students working together to create and showcase projects. Using student created and maintained websites and school broadcasts, students will develop strong and effective lifelong communication skills.

**IB MYP Journalism**

**Course Number:** 132111R / 132112R  
**Course Level:** Regular  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In this course, students will explore the basic elements of journalism and news production aligned to the relevant strands of the MYP objectives and the CCSS. Students will develop their competencies and skills with interviewing, journalism writing, editing and newspaper production. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised.

**IB MYP Honors Journalism I**

**Course Number:** 132111H / 132112H  
**Course Level:** Honors  
**Prerequisites:** None  
**Number of Credits Earned:** 1.0  
**Type of Graduation Credit Earned:** Career Ed; Elective  
**Recommended Course Duration:** 2 semesters  
**Teacher Certification Required:** English  

**COURSE DESCRIPTION**  
The purpose of Multimedia Literacy II is to help students become effective leaders in 21st century literacy. This course is designed to use the expertise of staff, students and community members to help students to produce multi-media communication. The course is meant to be collaborative with students in the Multimedia Literacy II course providing leadership for students in Multimedia I. The Multimedia Literacy II, advanced multimedia literacy, will move from functional multimedia literacy to a more developed understanding of the processes and resources of modern media creation. Students will work together...
to create and showcase projects. Using student created and maintained websites and school broadcasts, students will develop strong and effective lifelong communication skills. Building on the skills acquired in Multimedia Literacy I, Multimedia Literacy II will include advanced "inDesign, CS4, Photoshop, PresenterMedia and Final Cut Pro X proficiency. Students will be required to be effective light and sound engineers.

IB MYP Journalism II

Course Number: 132211R / 132212R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. This course builds upon the skills and competencies addressed in IB MYP Journalism I. By further engaging in critical analysis of journalistic writing, students demonstrate their ability to write in a variety of media formats for specific audiences that is aligned to the relevant strands of the IB MYP objectives and the CCSS. Oral and written communication skills, as well as critical thinking and problem solving skills will be exercised. In an honors class students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice. Although students at all levels of learning will have access to rigorous texts and appropriate experiences, honors level courses may include advanced expectations in the following areas: text complexity, complexity of tasks and responses, and pacing. Honors courses are weighted.

IB MYP Argumentative Literacy

Course Number: 193121R / 193122R
Course Level: Regular
Prerequisites: None
Number of Credits Earned: 1.0
Type of Graduation Credit Earned: Career Ed; Elective
Recommended Course Duration: 2 semesters
Teacher Certification Required: English

COURSE DESCRIPTION
The International Baccalaureate Middle Years Programme (MYP) is a philosophy of teaching and an approach to instruction. Students in the MYP explore significant content, develop skills, and deepen conceptual understanding through their engagement with global contexts. Teachers will plan using the MYP objectives and assess using the MYP criteria. In argument and debate, students will learn the principles and structure of argumentation that are aligned to the relevant strands of the IB MYP objectives and CCSS. This course is designed to present you with a set of systematic strategies which should increase your abilities to react critically and to form arguments. Strategies for advocating and arguing positions will be honed as students examine reasoning in speeches, conversations, essays, and group deliberations.