

ENGLISH / LANGUAGE ARTS

The Fishers High School English program is a four-year progression that enables students to become engaged, thinking persons in a complex, dynamic world. The curriculum offers various opportunities for students to increase their language potential in courses that are challenging but commensurate with their abilities. All English courses emphasize the acquisition and development of the skills of disciplined reading, discussion and oral presentation as well as mastery of the various forms, modes, and strategies of written composition. From the wealth of ideas explored in the study of literature, the student can recognize and empathize with the human experience and gain an understanding of the enduring power of the human mind and spirit.

Freshman and sophomore courses concentrate on the essential competencies in the skills of language, reading, and composition. The junior and senior years not only refine and reinforce the skills introduced earlier but also lead the student into the more advanced skills of the language arts. In the senior year, students can concentrate, in depth, on various genres, themes and topics of English through a variety of specialized courses as well as the sequential fourth year courses.

In the English program, students acquire the habits of scholarship, grow in written and spoken self-expression, and develop responsiveness to important works of literature, which gives them an effective pattern for examining ideas and a solid basis for successful pursuit of higher education and careers. Emphasis is upon application of literacy skills in new contexts.

Underclassmen English Coursework

1002 ENGLISH 9 (9) English 9 is separated into two semester-long courses: One focuses on literature and the other on writing. Each course begins with a grammar review as the foundation for effective communication. During the literature semester, students will read a wide variety of fiction including at least one novel study and a short story unit. Additionally, they will examine poetry and drama in shorter, more focused units. The literature semester challenges students to understand and apply literary terminology when speaking and writing about literature. Throughout this semester, students will improve reading comprehension while analyzing authors' stylistic techniques and purposes. The writing semester consists of four units: story-telling, rhetorical analysis, argumentation/media literacy, and persuasive speaking. Through drafting, editing, peer reviewing, revising, and reflecting on their work, students will work toward mastery of ELA standards.

1002 # HONORS ENGLISH 9 (9) Honors English 9 is separated into two semester-long components: one incorporates primarily literary analysis, and the other language and writing application. The literature semester focuses on active reading and literary analysis. Students will examine texts of varying genres, study vocabulary in context, analyze the basic components of grammar, and write a literary analysis essay demonstrating mastery of skills. Critical reading is integral to analytical compositions, along with emphasis on effective syntax, accurate and logical expression, and expansion of ideas. The writing semester focuses on language analysis, composition, research, and speaking. Students will examine "mentor texts" of varying genres and modes by analyzing the author's language choices as a means to understand purpose and impact. Students will apply these rhetorical skills to craft their own writing effectively for a variety of purposes and audiences, writing multiple drafts of several compositions. Understanding and application of grammatical concepts, vocabulary in context, research skills, source documentation, and media literacy all contribute to student development in this course. Additionally, this course has been vertically aligned with our International Baccalaureate (IB) and Advanced Placement (AP) English courses in an effort to lay important foundational work for future enrollment and success in upper grades; students should anticipate rigorous assessments and expectations. **Recommendation: a "B" average in 8th grade Advanced English OR an "A" average in 8th grade regular English.**

* 1-semester course

** can be taken 1 or 2 semesters

single-weighted course

double-weighted course

1002 ENGLISH 9 (ENL) This course is designed for students with limited English proficiency levels 1-4. The ninth grade language arts standards will be addressed. This course will meet the English 9 credit requirements. **Requirement: Recommendation of counselor or previous ENL instructor.**

1004 ENGLISH 10 (10) This course requires students to apply skills from English 9 to a new host of nonfiction and literary texts. The course will utilize the Pre-AP English 2 course framework. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit in English 10 / Pre-AP English 2 culminates in a writing task that reflects similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes. **Requirement: Students must pass and complete English 9 (exceptions possible; students can be concurrently enrolled in English 9 due to previous failure w/ admin. approval)**

#1004 HONORS ENGLISH 10 (10) This course invites students to learn, grow, and succeed through focused content and targeted assessments for learning. This course will utilize the Pre-AP English 2 course framework and will be supplemented with rigorous texts. Emphasis is placed on higher-order questions, critical examination of the art and craft of writing, and analysis of universal themes and archetypes. The course focuses deeply on a limited number of concepts and skills with relevance for further high school coursework and college & career success. Annotation of text as a means of explication is emphasized. Grammar and usage is taught in the context of language for developing rhetorical style, and speaking and listening skills are incorporated throughout the course. Additionally, this course has been vertically aligned with our International Baccalaureate (IB) and Advanced Placement (AP) English courses in an effort to lay important foundation work for future enrollment and success in upper grades; students should anticipate rigorous assessments and guided practice with IB/AP-style multiple choice tests, writings, and analysis. **Recommendation:** successful completion of Honors English 9 (or English 9 with a teacher recommendation).

1004 ENGLISH 10 (ENL) This course is designed for students with limited English proficiency levels 1-4. The class will read a selection of texts from around the world. The course is designed to meet ELLs at their proficiency level while meeting 10th grade English/Language Arts standards. **Requirement: Recommendation of counselor or previous ENL instructor.**

2188 (9, 10, 11, 12) ENGLISH AS A NEW LANGUAGE - This course for Limited-English Proficient (LEP) students is geared toward the enhancement of listening, speaking, reading and writing skills while exposing students to American literature, culture, government and history. **Requirement: Referral based on Home Language Survey, language assessment, and counselor recommendation. While not an English credit, this may serve as W.L. Credit for non-native speakers.**

1006 English 11 (ENL) This course is designed for students with limited English proficiency levels 1-4. The eleventh-grade language arts standards will be addressed. This course will meet the English 11 credit requirements. **Requirement: Recommendation of counselor or previous ENL Instructor**

1008 English 12 (ENL) This course is designed for students with limited English proficiency levels 1-4. The twelfth-grade language arts standards will be addressed. This course will meet the English 12 credit requirements. **Requirement: Recommendation of counselor or previous ENL Instructor**

Upperclassmen English Coursework

While underclassmen have a more traditional structure in meeting their credit requirements, the upperclassmen have more courses and options to obtain their final four English credits.

In scheduling courses, all upperclassmen students **must select at least one column A course** (a composition-focused course) **during the course of their junior/senior years**. A student may mix and match as best suits their needs and interest, but teacher recommendation combined with collegiate goals should guide a student’s decision.

- We advise all college bound seniors to have at least one writing course their senior year as entering college after a gap in focused, compositional coursework may prove challenging.
- Electives change based on year and semester, so please speak with your guidance counselor to see what courses are available to you over the next two years.
- A good way to start is to consider how you want your senior year to look – are you interested in participating in the 4 dual credit course schedule? Are you going to a two or four year college?

Column A – Composition focused

Column B

IB English HL, year 1

IB English HL, year 2*

AP Literature & Comp*

AP Language & Comp*

AP Research *

AP Seminar * – semester 2 only

ACP Composition (IU Dual Credit)

ACP Literature (IU Dual Credit)**

English 12 (Ivy Tech Dual Credit)

Composition

**possible college credit*

***please see description for requirements*

ACP speech (IU Dual Credit)

ACP Discovering Literature (IU Dual Credit)**

English 12 (Ivy Tech Dual Credit 12)

Speech

Genres in Literature (all courses)

Themes in Literature (all courses)

Film Literature* (if taken both semesters as IB)

Creative Writing

Debate

Critical Thinking and Argumentation

Journalism

1008 ENGLISH 12 IVY TECH (ENGL 111) combines the curricula from both Ivy Tech’s composition course and the Fishers High School English 12 class. The yearlong course trains students to write for college and career, with a particular focus on analytical thinking and writing. Through the pre-writing, drafting, and revision process, students will develop styles for a variety of rhetorical purposes, including narration, analysis, and persuasion. For narration, students will participate in a workplace readiness unit where they write a resume and conduct primary and secondary research to compose a career narrative. For analysis and persuasion, students will dissect the claims and assumptions embedded in arguments, and then use those claims to inform their own arguments about other texts. In the spring semester, the course concludes with an extended research paper. To receive credit from Ivy Tech for the course, students must earn at least a C- and meet the minimum requirements provided by Ivy Tech: at least a 2.6 GPA or a passing score on a relevant standardized assessment (PSAT, for instance).

* 1-semester course

** can be taken 1 or 2 semesters

single-weighted course

double-weighted course

IB Courses (Diploma OR Certificate)

1130 ## IB LANGUAGE A: LITERATURE HL, Year 1 (11): This course is a pre-university literature course in the student's native or best language. Language A1: Literature promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's power of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers students the opportunity to read works in various genres by at least 6 different authors. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation. **Students will be eligible to earn an IB English HL Certificate upon completion of this course plus IB English Year 2 as a senior. Due to the integrated nature of IB curriculum and objectives, optional field trips may take place during this course. Any associated fees will be shared by instructors in advance.**

- Summer reading and associated assignments are required and can be found on the FHS website in May.
- Diploma Requirement: Enrollment in IB diploma program
- Certificate Requirement: "B" average in Honors English 9 and Honors English 10.

1130 ## IB LANGUAGE A: LITERATURE HL, Year 2 (12) This course is a pre-university literature course in the student's native or best language and is a continuation of IB Language A1 HL Year 1. Language A1: Literature promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's power of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers students the opportunity to read works in various genres by at least 7 different authors. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation. **Students will be eligible to earn an IB English HL Certificate upon completion of this course as well as the IB English HL exam in May. Due to the integrated nature of IB curriculum and objectives, optional field trips may take place during this course. Any associated fees will be shared by instructors in advance.**

- Summer reading and associated assignments are required; can be found on the FHS website in May.
- Diploma/Certificate Requirement: Successful completion of IB English year 1.
- This course fulfills column A requirement

Advanced Placement (AP) Courses

1056 ## AP ENGLISH LANGUAGE AND COMPOSITION (11, 12) –The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. Readings are selected not only to hone these skills, but also to lend a strong awareness of the ideas that have shaped Western society, beginning with Ancient Greece. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Having taken APUSH does not prohibit a student from taking AmEx APLAC. **AP Exam registration will take place in September & October. Standard AP fees apply.**

- Junior Requirement: "B-" average in Honors English 10 or "B+/A-" average in English 10.
- Senior Requirement: "C" average in alt. AP course

1058 ## AP LITERATURE AND COMPOSITION (11, 12) AP Literature and Composition (AP Lit) offers students the opportunity to engage in close textual analysis and critical interpretation of imaginative, challenging works in several genres from a range of time periods. Through the close reading of selected texts, students will deepen their understanding of the way writers use language to provide both meaning and pleasure for smaller-scale elements like figurative language, imagery, symbolism, and tone. Critical analysis skills, oral presentations, and interpretive writing will be emphasized. This class offers students the opportunity to pursue and receive credit for college-level work by taking the AP exam in May. If the student successfully completes this exam, they may qualify for up to one year's college credit in English at the college of choice. **AP Exam registration will take place in September. Standard AP fees apply.**

- Junior Requirement: "B-" average in Honors English 10 or "B+/A-" average in English 10.

AP CAPSTONE COURSES

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

Capstone courses taken in the first semester will count as elective credit. The second semester of each Capstone course will count as English credit.

0552 ## AP SEMINAR (CAPSTONE) (11, 12) This Advanced Placement course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. This course complements other AP Courses and exams through scholarly practice and academic intensity. The learning goals include: thinking critically and creatively to construct meaning or gain understanding, planning and conducting a study or investigation, problem finding and problem solving, planning and producing communication in various forms, collaborating to solve a problem or accomplish a goal, and synthesizing and making cross curricular connections. **AP Exam registration will take place in September & October. Standard AP fees apply.**

- This course is the first of two required for students to earn the prestigious AP Capstone Diploma.
- **The first semester of this course counts as an elective credit. The second semester of this course will count as an English credit.**

0551 ## AP RESEARCH (CAPSTONE) (11, 12) AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. **AP Exam registration will take place in September & October. Standard AP fees apply.**

- Requirement: Students must have completed the AP Seminar course
- **The first semester of this course counts as an elective credit. The second semester of this course will count as an English credit.**
- **Students are strongly encouraged to take at least one flex period to couple with this Research course. The flex period and Research course will be used in tandem at the teacher's request, and students will meet for a block research period some days.**

Advanced College Project (ACP) and Dual Credit Courses

1124 ## * ADVANCED ENGLISH/LANGUAGE ARTS – DISCOVERING LITERATURE (ACP/IU L111) (11, 12) This is a one-semester college course which introduces students both to various forms of literacy expression and different modes of literary study and appreciation. It is intended to help support students in preparation for taking ACP W131 or ACP L202. Focusing on the intersection of literature and culture, the course considers what, how, and why we read literature. This course explores literary expression through thematically grouped readings, class discussions, and a sequence of focused writing assignments. The three focus units of study are: World Building, Identity in Literature, and Communities in Literature. **As of 2022, tuition is free; students are expected to purchase course textbooks.** IU requirements for admission to this course: GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum. IU's policy with regard to submission of assignments will supersede the FHS English Department policy on late assignments.

- Recommendation for non-ACP credit: "C+" average in academic classes, "B-" average in English classes or "C+" with the recommendation of a junior English teacher.
- Scheduling: This course will only run during the spring semester.

1124 ## * ADVANCED ENGLISH/LANGUAGE ARTS - ACP COMPOSITION (READING, WRITING, AND INQUIRY) (ACP/I.U. W131) (12) W131 provides students an opportunity to examine a few issues under discussion in many different disciplinary fields and among the public and to cultivate the reading, writing and analytical skills students will need in the university and beyond. The course reading invites students not just to talk about the issues, but also to examine the different analytical frameworks and assumptions that various authors and we ourselves bring to such conversations. Authors will guide student inquiry into the issues, but students will also develop their own claims and analysis. IU requirements for admission to this course – GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum. **As of 2022, tuition is free; students are expected to purchase course textbooks.** IU's policy with regard to submission of assignments will supersede the FHS English Department policy on late assignments.

- Recommendation for non-ACP credit: "C+" average in academic classes, "B-" average in English classes or a "C+" with the recommendation of an English teacher.
- Scheduling: This course will run during both semesters.

1124 ## * ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT LITERATURE (ACP/IU L202) (12) Unlike L202 is a one-semester course which emphasizes a close, thoughtful reading of representative literary texts of various genres drawn from a range of historical periods and countries. Objectives of the course include: familiarizing students with basic elements of literature, helping students appreciate the usefulness of comparing literary works with one another, making students aware of the multiple contexts in which a literary work may be placed, and familiarizing students with basic elements of arguing about literature. Another important goal is for students to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses which incorporate the composition framework set forth by W131. **As of 2022, tuition is free; students are expected to purchase course textbooks.** IU requirements for admission to this course: GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum. IU's policy with regard to submission of assignments will supersede the FHS English Department policy on late assignments.

- Recommendation for non-ACP credit: "C+" average in academic classes, "B-" average in English classes or "C+" with the recommendation of a junior English teacher.
- Scheduling: This course will only run during the spring semester.
- **IU English Prerequisite: L202 students must meet IU's English composition requirement before enrolling in L202. L202 students must have:**

§ Successfully completed IU W131 (for credit) with a C- or better **or**

§ SAT Verbal score of 710 or higher, **or**

§ ACT English score of 32 or higher, **or**

§ AP English Language and Composition / AP English Literature and Composition score of 4 or 5

1124 ## * ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT SPEECH (11, 12) This dual credit course offered through Indiana University focuses on the theory and practice of public speaking, training in thought processes necessary to organize speech content, and analysis of components of effective delivery and language. Course objectives include familiarizing students with the basic principles of effective and ethical public speaking, developing critical listening skills, and applying organizational and delivery techniques in writing and presenting a speech. Students may take this course for S121 credit through Indiana University or take the course for high school credit only. IU requirements for admission to this course – GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum. **As of 2022, Tuition is free.** IU’s policy with regard to submission of assignments will supersede the FHS English Department policy on late assignments.

- Recommendation for non-ACP credit: “C+” average in academic classes, “B-” average in English classes or “C+” with the recommendation of a junior English teacher. Requirement: B average in English courses.

Single Semester Courses as Optional Courses

1090 * COMPOSITION (11, 12) English Composition is a semester course focused on the question “What do I care about?” Students are encouraged to think, discuss, research, and write about their passions and interests in ways to persuade, inform, and inspire audiences. Students also practice Indiana Employability Skills through target reflections throughout the semester, a “get a job” unit from email to interview, and time management through project proposals. Students have frequent opportunities to write for different audiences and purposes using a process that includes: (1) prewriting, (2) drafting, (3) peer sharing, (4) revising (content, structure, or presentation), (5) editing (grammar, punctuation, spelling, usage), and (6) producing a final product. The course provides ample opportunities for students to offer and receive constructive feedback in pitch discussions and peer editing. Instruction in grammar, usage, and mechanics is integrated with writing so that students develop both a functional understanding of rhetoric as well as a common vocabulary for discussing writing. Besides various workplace planning documents and journaling, each student produces an argumentative paper, a manual, and a capstone project.

- This course fulfills column A requirement

1092 * CREATIVE WRITING (11, 12) Creative Writing is a one semester course which offers an in-depth study of the effective rhetorical strategies for writing fiction, with an emphasis on prose, poetry and drama. Students use the writing process to apply, investigate and create while demonstrating an awareness of language conventions, reading audience, writing purpose and genre technique. Students learn to recognize style in published author’s works, as well as discovering and establishing their own style. Projects include, but are not limited to, short story, poetry, memoir, and a one act play. **Recommendation: "C" average in English 10 or 11.**

1070 * DEBATE (10, 11, 12) This course is based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). **DEBATE PROJECT:** Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Requirement: Speech or teacher recommendation.

1074 * CRITICAL THINKING AND ARGUMENTATION (10, 11, 12) Critical Thinking and Argumentation, a course based on the Indiana Academic Standards for English/Language Arts, is a study of deductive and inductive logic, including logical fallacies, and should challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (a line of reasoning), represent a clear point of view, and involve evidence of support (data, examples, anecdotes, documents, information from a variety of sources). Students use the same Standard English conventions for oral speech that they use in their writing.

1034 ** FILM LITERATURE (11, 12) – Film Literature, a one or two semester course, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.

Special Note: This course can be part of the International Baccalaureate (IB) program and functions as the first semester of the “IB Film” course. Non-IB students can still take this course for an English credit. As such, students may take it for one semester as an English credit, but for students who opt to expand it and take the full year version, the course may earn an IB Certificate as well as one Fine Arts credit for their work in the second semester. The course description for the second-semester course can be found in the “Performing Arts” section of the Course Description Guide. The year-long study involves a more in-depth study and creation of student-produced films. In addition to having an IB course on a student’s transcript, IB Certificates may earn university credit as well. Recommended: An overall “C” average or higher.

1036 * GENRES IN LITERATURE: GRAPHIC NOVELS (11, 12) – This course will examine storytelling through sequential art. From the early days of comic books to the birth of the graphic novel we will explore how this American literary art form travels from childhood entertainment to commentary about race, politics and marginalized voices. We will explore the important role that heroes and villains play in our life, while looking at pop culture's acceptance of the “Comic Book Nerd.”

1036 * GENRES IN LITERATURE: SCIENCE FICTION (11, 12) This course explores a wide range of classic and modern science-based fiction to foster a better understanding of the human challenges so central to science fiction. Students will engage with multiple genres; such as novels, short stories, documentaries, and films that explore the “what if” questions science fiction raises. Topics include Time Travel, Dystopias, Space Travel, Afrofuturism, Intelligent Machines, Monsters, and Aliens. Activities will frequently allow for students to pursue areas of their own interests regarding science fiction, including TV series, novels, anime, video games, and movies. This course is designed to engage all students, from the new to sci-fi as well as those who frequently watch or read science fiction.

1036 * GENRES IN LITERATURE: TRUE CRIME (11, 12) This course will dive into the world of criminal trials and the legal system in America. The course will aim to analyze how the justice system works and where the limitations are within the system. The students will play the role of critic while reading and analyzing modern cases. Students will interpret and analyze evidence, witness testimony, legal documents and arguments for and against defendants. Students will also review the role of media in criminal case trials. Students will create claims that are backed in argument and evidence drawn from the text.

* 1-semester course

** can be taken 1 or 2 semesters

single-weighted course

double-weighted course

1076 * SPEECH I (9, 10, 11, 12) This semester-long course is designed for students who want a more in-depth study of oral communication than is offered in the core English curriculum and is highly recommended for college bound students. The course focuses on the art of effective critical listening and the writing and performing of informative, persuasive, impromptu & interpretive speeches. Reading & analyzing a variety of lit. genres is a part of composing all performances.

1048 * THEMES IN LITERATURE: CONTEMPORARY TEEN ISSUES in YA LITERATURE (11,12) – This course will explore contemporary literature by authors like John Green and others who explore the universal themes and concerns that depict the teenage experience of the human condition. It is intended for students who enjoy YA fiction. This class will be student-driven and current-issues conscious. Literary devices and analysis will be used to ensure comprehension of texts and issues, while tactics such as discussion and debate may be used for a deeper exploration of issues.

1048 * THEMES IN LITERATURE: WAR LITERATURE (11,12) War Literature is a historical fiction study, exploring how literature has often used war-based settings and conflicts to present universal themes involving honor, fear, maturity, and loyalty. Our readings will be a blend of novels, stories, poems, biographies, documentaries, and other non-fiction writings that share common themes and offer differing insights. Both historical & modern war subjects will be analyzed.

1048 * THEMES IN LITERATURE: LIFE IN LITERATURE AND SPORT (11,12) This course will explore how writers use sports to address common themes in the human experience. This literature-based course uses high-interest readings that challenge readers to see the sports arena as more than simply entertainment; the social issues explored through sports are as diverse as the participants. Course Guiding Questions direct students to analyze unifying themes / motifs in sports literature. Additionally, students will study how the methods of delivery (novels, short stories, essays, and poetry) help the writer to convey his or her message. Students will apply the knowledge gained in the course to produce argumentative, informative, and narrative essays. Students will also select an area of research which addresses how writers answer one of the Course Guiding Questions.

1048 * THEMES IN LITERATURE: OWN VOICES (11, 12) – #OwnVoices is a term coined by writer Corinne Duyvis and refers to an author from a marginalized or under-represented group writing about their own experiences/from their own perspective, rather than someone from an outside perspective writing as a character from an underrepresented group. In Own Voices Literature, we will examine and study the roles that identity, diversity, and representation play in our understanding of literature through book study, short fiction, poetry, speeches, and other contemporary media forms. Text selections for this course span from the 19th century through present day. We will use Learning for Justice's anti-bias lens of Identity, Diversity, Justice, and Action to critically examine literature and our own perspectives, as well as to ensure that marginalized voices are heard, valued and respected.

1080 * JOURNALISM (9, 10, 11, 12) This is a one semester course with emphasis on journalistic writing. This course includes the process involved in: (1) reporting and writing news stories, (2) the legal and social responsibilities involved in newspaper publications, and (3) the ethics of accurate and fair reporting. This course includes extensive reading of models of excellent journalistic techniques. Students will also write original news, feature, sports, and opinion stories. This is a prerequisite course for Newspaper or Yearbook. Recommendation: "B" average in English. This course may count as an English elective credit for underclassmen or an English Column B elective credit for upperclassmen.

Non-English Credit Elective Courses

1078 ** ADVANCED SPEECH AND COMMUNICATION (10, 11, 12) Advanced Speech continues with the skills learned in Speech. Major emphasis is given to producing formal speeches and oral interpretation. The course focuses on leadership development, listening skills, oral interpretation, parliamentary procedures, research methods, and oral debate. Special attention is given to creating competitive speeches, interpretation and debate.

- This course does not meet the Speech requirement for the diploma options and counts as elective credit, not English credit. Requirement: Speech I or Theatre Arts I or with instructor's permission.

0532 * COLLEGE-ENTRANCE PREPARATION (11,12) College-Entrance Preparation is a class that helps to prepare college-bound students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. Recommended Grade Level: semester 1 – grade 11; semester 2 – grade 10

- Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)

Publications Courses

1086 ** STUDENT PUBLICATIONS/NEWSMAGAZINE/NEWSPAPER PRODUCTION I (10, 11, 12) This class is devoted to the continued use of journalism and photojournalism skills. Members of this class produce, *Tiger Topics N the RED*, a 16- to 40-page newsmagazine, and www.fishersnthered.com, a news site, covering student life and the school community. Students plan, publish, market, and distribute their school publications. After an application process, the publication's adviser will select staff members. A student may not enroll in this course unless first approved by the adviser after completion of an application process. Students named to editorial board/leadership team positions are required to fulfill commitments the entire school year. Students not fulfilling obligations to positions on the staff will be removed from the staff at the adviser's discretion. **Recommendation: Journalism. This course does not count as an English credit but will count as an elective credit. This course may count for Fine Arts Credit as a Directed Elective for the academic honors or technical honors diploma.**

1086 ** STUDENT PUBLICATIONS/NEWSMAGAZINE/NEWSPAPER PRODUCTION II (10, 11, 12) This class is devoted to an advanced and continued use of journalism skills. Members in this class produce the school newsmagazine, *Tiger Topics N the RED*, and news site, www.fishersnthered.com, which covers all aspects of school life and demands strong journalism skills. A staff application is required for this course, and students must be approved by the adviser prior to course enrollment. Students named to editorial board/leadership team positions are required to fulfill commitments the entire school year. Students who fail to meet obligations may be removed from the staff at the adviser's discretion. **Requirement: Newsmagazine/Newspaper I. This course does not count as an English credit but will count as an elective credit. This course may count for Fine Arts Credit as a Directed Elective for the academic honors or technical honors diploma.**

1086 ** STUDENT PUBLICATIONS/NEWMAGAZINE/NEWSPAPER PRODUCTION III (11, 12) This class is devoted to an advanced and continued use of journalism skills. The members in the class produce the school newsmagazine, *Tiger Topics N the RED*, and news site, www.fishersnthered.com, which covers all aspects of school life, and demands strong journalism skills. A staff application is required for this course, and students must be approved by the adviser prior to course enrollment. Students named to editorial board/leadership team positions are required to fulfill commitments the entire school year. Students who fail to meet obligations may be removed from the staff at the adviser's discretion.

Requirement: Newsmagazine/Newspaper II. This course does not count as an English credit but will count as an elective credit. This course may count for Fine Arts Credit as a Directed Elective for the academic honors or technical honors diploma.

1086 STUDENT PUBLICATIONS/YEARBOOK PRODUCTION I (10, 11, 12) This class is devoted to an advanced and continued study of journalistic writing and publications through the practical application of skills learned in Journalism and Photojournalism. Student Publications offers practical training in publishing the school yearbook. Students plan, publish, market, and distribute their school publication. The members of this class are the staff members of the school yearbook, *Tiger Tracks*, which produces the 300 + page yearbook for the school and community. The yearbook will focus on all aspects of school life through news, features, opinion, sports, advertising and photography coverage. A staff application is required to enroll in this course. Editorial board positions will be named each spring. Students named to editorial board/leadership team positions are required to fulfill commitments the entire school year. Students not fulfilling staff responsibilities may be removed from the staff at the discretion of the advisor. **Recommendation: Journalism. This course does not count as an English credit but will count as an elective credit. This course may count for Fine Arts Credit as a Directed Elective for the academic honors or technical honors diploma.**

1086 STUDENT PUBLICATIONS/YEARBOOK PRODUCTION II (10, 11, 12) This course is a continuance of the advanced study of yearbook procedure and technique with emphasis on individualized instruction. Editorial board positions are filled by these students. Students wishing to enroll in this course must fill out a staff application in the spring and gain the advisor's approval prior to enrollment. Students named to editorial board/leadership team positions are required to fulfill commitments the entire school year. Students not fulfilling staff responsibilities may be removed from the staff at the discretion of the advisor. **Requirement: Yearbook I. This course does not count as an English credit but will count as an elective credit. This course may count for Fine Arts Credit as a Directed Elective for the academic honors or technical honors diploma.**

1086 STUDENT PUBLICATIONS/YEARBOOK PRODUCTION III (11, 12) This course is a continuance of the advanced study of yearbook procedure and technique in writing, design, and photography with emphasis on individualized instruction. Students who are third year staff members take on more responsibility for the production and creation of the yearbook. Students are part of the editorial board and fill higher editorial positions. Students named to editorial board/leadership team positions are required to fulfill commitments the entire school year. Students wishing to enroll in this course must fill out a staff application in the spring and gain the advisor's approval prior to enrollment. Staff members and editors not fulfilling obligations for production as set forth by the advisor may be removed from the course. **Requirement: Yearbook I & II. This course does not count as an English credit but will count as an elective credit. This course may count for Fine Arts Credit as a Directed Elective for the academic honors or technical honors diploma.**

* 1-semester course

** can be taken 1 or 2 semesters

single-weighted course

double-weighted course