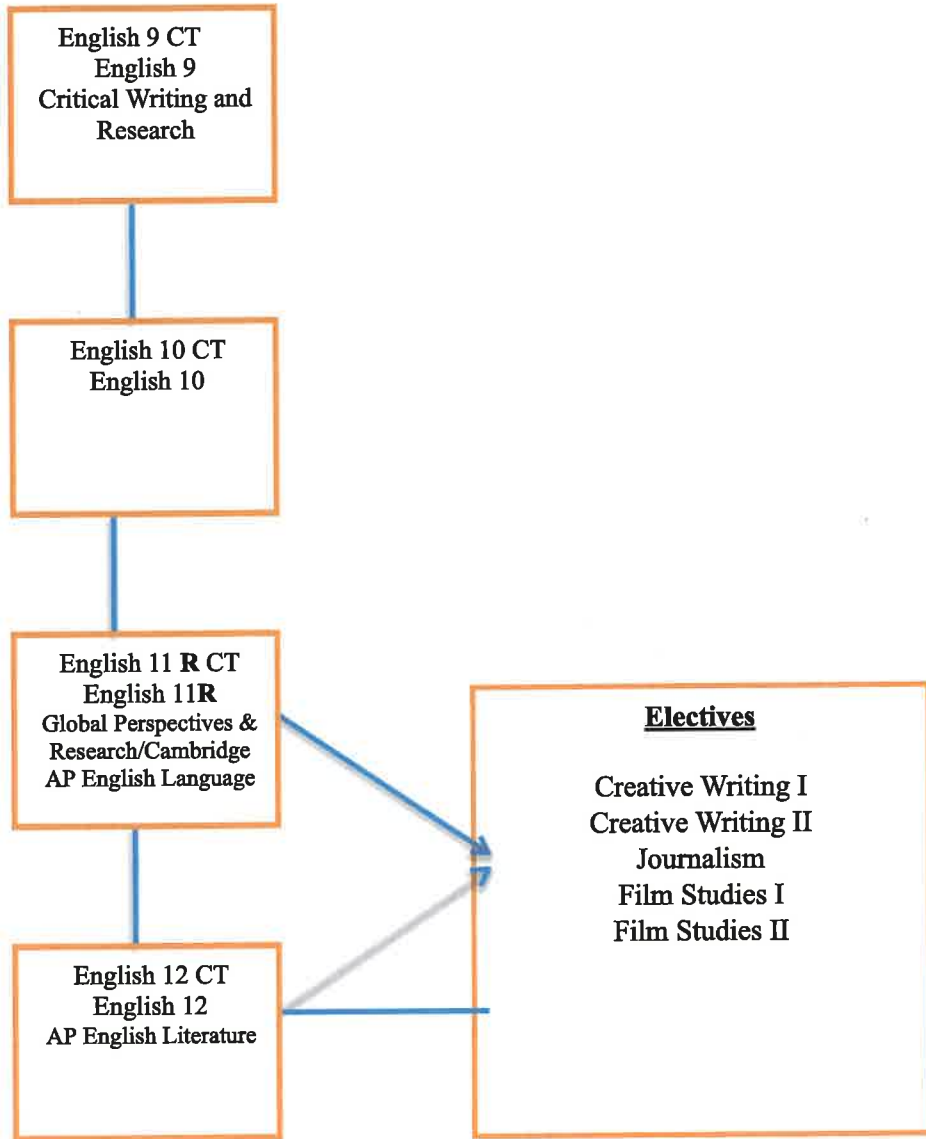


ENGLISH



(R) indicates that the course ends in a Regents Exam

ENGLISH

Critical Writing and Research

½ credit / 9

Critical Writing and Research is an interdisciplinary writing course that introduces freshman students to the fundamentals of constructing arguments and conducting research to support their claims. It assists their writing in all subjects and meets the district goals of 21st century skills. Using an online text and focusing on independent research, students analyze written texts (editorials, articles, etc.) and visual texts (editorial cartoons, advertisements, documentaries) in order to better understand the ways in which arguments can be crafted. They then adopt these techniques in their own writing. In addition, students learn to develop a research question and gather information to support their research. They learn to analyze resources for credibility and use these resources to properly support a claim. Finally, students study methods of presenting information and are responsible for delivering presentations based on independent research. The course acts as a foundation for the critical thinking and writing involved in all of the students' upper level high school courses.

Core text: *They Say; I Say: The Moves that Matter in Academic Writing.*

English 9

1 credit / 9

The English 9 Regents program serves as a foundation for curriculum that is taught throughout a student's four-year English sequence. The curriculum contains thematically related units comprised of varied literary genres that are designed to develop students' abilities to read, write, listen, and speak for information, literary response, and critical evaluation. Units are thematically connected to develop control of written expression, analyze elements of literature, and establish active listening and reading skills. Within this curriculum, skills that will be emphasized include:

- (1) reading for meaning;
- (2) establishing active listening and note-taking skills;
- (3) developing an understanding of literary elements;
- (4) communicating clearly and effectively; and
- (5) recognizing the relevance of literature to develop a sense of identity. Ongoing activities and assessments have been adapted to the Common Core State Standards. The units in the curriculum will be thematically connected by the issues and concerns of identity and the factors that influence identity. Through close reading and analysis, students will explore characters' struggles and further understand how their own identities are shaped.

In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Texts: *The Odyssey, To Kill a Mockingbird, Lord of the Flies, Romeo and Juliet, The Art of Racing in the Rain, Julius Caesar, Miss Peregrine's School for Peculiar Children, The House on Mango Street, and Darius the Great is Not Okay.*

9th-Grade Literacy Course

½ credit / 9

The 9th-grade literacy course supports incoming freshmen who have literacy needs that cannot be met by current course offerings. This course allows for unit creation focused on vocabulary, comprehension, and writing skills through high interest and explicit lessons. Foundational literacy skills needing remediation are bolstered by additional focus on phonetics & decoding.

- Phonics and word study (phonemic awareness, six basic syllable types in English, spelling rules, common Latin roots, prefixes, and suffixes), vocabulary study, and high frequency words

- Instructional plans are explicit, sequential, and cumulative instruction that engages multiple learning modalities with multisensory instruction, repetition, and immediate , specific feedback.

English 10

1 credit / 10

English 10 Regents contains thematically related units composed of varied literary genres that are designed to develop students' abilities to read, write, listen, and speak for information, literary response, and critical evaluation. Units are thematically connected to develop the higher level critical thinking skills of analysis, evaluation and synthesis. Through close reading of novels, plays, poetry and essays, students will develop control of written expression, analyze elements of writing style, and become familiar with various rhetorical modes. Skills that will be emphasized include

- (1) reading for multiple levels of meaning;
- (2) improving writing fluidity and clarity;
- (3) developing an awareness of style in reading and writing;
- (4) communicating effectively to an audience through a variety of rhetorical modes and developing control of oral expression;
- (5) recognizing the relevance of literature to personal situations, with a focus on choice and individual growth; and
- (6) using poetry to increase appreciation and control of language. The units in the curriculum will be thematically connected by the issues and concerns of making choices in one's life, and the need to create a framework from which to make these choices. Through close reading of various texts, students will identify characters' struggles and further establish their own decision-making skills. In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Units: *Antigone, Macbeth, Brighton Beach Memoirs, Black Boy, Poetry Slam, The Book Thief, Of Mice and Men, Kite Runner, Bodega Dreams, Black Cake, The Glass Castle, and 1984*

English 11

1 credit / 11

The eleventh grade curriculum is designed to help students become more independent in their thinking and to move to higher levels of analysis. These goals are correlated in the English 11 and Social Studies 11 curricula. In order to complete an individualized term paper, students will read several works by an American author. The English Regents program and Social Studies Regents program are integrated, so that American literature units will be coordinated with themes taught in American history. Students will examine different perspectives as they study themes such as: A) the individual's relation to society, B) the American experience and the American Dream, C) necessity for societal structure to prevent chaos, the desire to be close to nature or to build an industrialized and technological society. Core works in American literature will be the central readings. These will be supplemented by additional works to meet the needs of the students. Students will read literature in several genres and will base their writings on the literature and personal experience. In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Texts: *One Flew Over the Cuckoo's Nest, The Great Gatsby, The Crucible, Catcher in the Rye, Fences, Death of a Salesman, Tortilla Curtain, A Raisin in the Sun, Bartleby the Scrivener, Where the Crawdads Sing, and Educated*

English 12

1 credit / 12

English 12 is designed to prepare students for the academic rigor of college and to help them meet the emotional and intellectual demands of adulthood. The writing program is closely aligned with the college experience. Close attention is also given to teaching students to participate in the "academic conversation" through a variety of modes: expository, persuasive, and analytical modes. Students will also write a research paper, a culmination of four years

spent developing research skills on various humanities assignments. The research paper unit will give students an opportunity to produce college-level research writing. The approach to writing is intended to develop more independent, self-aware writers. The literature component will enable students to read with increasing complexity and sophistication. Through a survey of classic and contemporary works of literature, students will explore important philosophical trends that have influenced the shape and development of society over the past two hundred years. Concepts such as Existentialism and Postmodernism are woven into the curriculum throughout the year, enabling students to explore how an individual forms a meaningful set of values based on the choices one makes.

In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Texts: *Hamlet, The Things They Carried, The Metamorphosis, Frankenstein, August: Osage County, Into The Wild, Tuesdays With Morrie, Long Day's Journey Into Night, Between the World and Me, and Unwind*

Global Perspectives and Research/Cambridge English **2 credits/11-12**

This course is designed to engage students in global issues, critical thinking skills, and independent research. The curriculum is built around a series of topics organized by five broad themes: ethics, economics, environment, technology, and politics and culture. The goal is to liberate learning and develop successful university students by equipping them with the ability to focus in-depth on a subject of international importance, to undertake prolonged independent and self-directed learning, and to think critically and creatively. The final project is an independent research project of between 4,500 and 5,000 words based upon a topic chosen by the student and mentored by the course instructor. Designed as a two-year course, Global Perspectives and Research will begin in September of the junior year and will be completed at the end of the senior year. Based on the writing and research requirements of the course, it may replace English 11 and English 12. The course will be open to students of all ability levels, but will require students who are highly motivated and interested in engaging in this type of learning opportunity. Students enrolled in Global Perspectives will take the ELA Regents exam required by NYS for graduation at the end of their 11th-grade year.

Advanced Placement English – Language and Composition **1 credit / 11**

The Advanced Placement course in English Language and Composition will enable the student to read complex texts with understanding and to write prose of sufficient richness and depth for communicating effectively with mature readers. It will enhance the ability of the student to become a skilled reader of various types of prose and to become a skilled writer who composes for a variety of purposes. The focus of the program will be an intensive use of the writing process designed to make the student a more self-aware writer. In addition, there will be a close examination of textual material to strengthen reading comprehension. Writing will proceed through several stages of drafts with revision aided by the teacher and peers. The concentration on how writers use language will enhance the student's ability to write with sophistication and maturity. Students admitted to the program will have demonstrated an understanding of and a proficiency in the use of Standard English grammar. The course is open to qualified juniors who meet the criteria for Advanced Placement courses in English.

Advanced Placement English – Literature and Composition **1 credit / 12**

Advanced Placement English in Literature and Composition is a college level course that focuses on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Much of the writing involves extended discourse in which students can develop an argument or present an analysis at length. Additionally, some writing assignments encourage students to write effectively under time constraints. The students study prose and poetry selections originally written in English, from the sixteenth century to contemporary times, as well as some works in translation. Diversity, in gender, race and ethnicity is represented and students take time to understand a work's

complexity to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Sustained emphasis is placed on close, in-depth analysis of literature and on achieving an understanding of an author's themes, and of the devices being used to articulate, develop, and embellish those themes.

Core Texts: *The Secret History, The Picture of Dorian Gray, Hamlet, Beloved, The Metamorphosis, The Things They Carried, Frankenstein, Never Let Me Go, The Road* and selected poetry

Electives

Theatre Arts

½ credit / 9-12

Students are introduced to the fundamentals of Theatre Arts with a primary focus on acting. Students will cultivate their acting skills through improvisational work and character analysis. Additionally, students will have the opportunity to practice other aspects of theater including playwriting, directing, physical comedy, and various films. All are welcome, and no experience is required. This course fulfills ½ credit of the Art/Music requirement.

Advanced Theatre Arts

½ credit / 10-12

Students extend their study of theatre through more advanced approaches to improvisation work and character analysis. Participants in this course will learn techniques from theatre experts such as Sanford Meisner, Constantin Stanislavsky, and Uta Hagen. Theatre II involves practice with stage acting, as well other aspects of theatre such as playwriting, stage makeup, stage combat, improvisation, character analysis, musical theater. As the year progresses, students will pursue an area of independent study, and conduct workshops for other students. The prerequisite for this course is Theatre Arts I or a demonstration of basic knowledge about Theatre Arts. Students may be asked to participate in a brief interview with the instructor in order to enroll in the advanced course.

Film Studies I - The Art and Language of Film

½ credit / 11-12

In this course, students will develop proficiency in analyzing the cinematic methods that comprise the art of filmmaking. Initially, students develop an extensive film vocabulary to help them examine the various components of filmmaking and the choices a director can make in developing a story in visual and aural terms—how do artistic choices shape a film's meaning? How does a director integrate the elements of mise-en-scène within the film frame? In addition to becoming conversant in the form and construction of films, the course's second goal is to explore and examine a range of movies from film history, including works of such masters as Orson Wells, Akira Kurosawa, and Alfred Hitchcock. Study of such masterworks and related readings will deepen the students' appreciation of film as an art form. Ultimately, the course is intended to produce educated, literate students of film, who may wish to study the medium further and/or prepare to become filmmakers. Analytical writing projects and presentations about films and related concepts will be at the center of student learning and assessment.

Film Studies II - Form and Theory

½ credit / 11-12

With an emphasis on how to develop informed perspectives on the formal and cultural dynamics of film, this advanced course, rooted in film theory, will broaden students' understanding of conceptual issues in film criticism, such as auteurism and genre conventions. We will also seek to understand the role cinema plays in the relationship between individuals and their conceptions of culture. Later in the semester, the course will move into increasingly scholarly terrain, investigating such topics as semiotics, psychoanalysis, and feminism among others. In addition to film analysis, students will read and examine major texts in the history of film theory. Attention will be given to some of the seminal movements in cinema history, such as the French New Wave. The goal is to prepare students to conduct serious scholarship around film as a medium and art form. Students will apply research skills in the study of film for the final assessment—an extended essay incorporating secondary sources in the support and advancement of an original thesis.

Prerequisite: Film Studies I: The Art and Language of Film

Creative Writing

½ credit / 10-12

This elective offers students the opportunity to create their own fiction, poetry and screen plays. Students will be responsible for generating two short stories, an anthology of poetry, and a screenplay. They will learn about the process of submitting their work for sale and publication. The emphasis of the course will be on writing for an audience. Readings from representative genres will be required.

Creative Writing I

½ credit / 10-12

This is a semester-long course for students who have successfully completed Creative Writing and want to continue writing “for others” and expanding their range. Advanced crafting techniques in image and metaphor, voice, point of view, characterization, structure and shape, rhythm, story, narration, and revision will be studied and practiced. Students will work independently in genres of their choosing. Class time will be devoted mainly to work-shopping manuscripts which will be submitted for publication. Students who have not taken Creative Writing may take this Advanced Seminar only with the permission of the instructor.

Journalism

½ credit / 10-12

This course is open to students in grades 10-12 who have an interest in examining controversial and crucial events in the school, the community, the nation, and the world. The members of the class will discuss issues and learn how to present them powerfully to an audience of readers. We will explore issues such as freedom of the press, history, law, and ethics as they pertain to news publication, and censorship. Students will learn interviewing skills and strategies and writing techniques employed in news stories, sports articles, features, and editorials. Members of this class will significantly, but not exclusively, contribute to the production of the school newspaper. This will be a unique opportunity for students to learn all aspects of newspaper production, such as computer layout and design, choosing photographs that enhance a story, and vital editing techniques. Students will have the option of scheduling this course as a half- year or full-year course.

English as a New Language (ENL)

1 credit / 9-12

This program serves students whose first language is other than English. The program helps students to develop English language skills that will enable them to fully participate in all the course offerings at Ardsley High School. Beginning students will be helped to understand simple sentences and may communicate using phrases and fragments. Students will receive practice in listening, speaking, reading and writing. Intermediate students will be assisted to comprehend and produce language based on familiar content in the regular classroom. Listening and speaking activities continue, but there is greater emphasis on developing reading and writing skills. Evaluation of students is based on class participation, completion of assignments and demonstrated progress in speaking, listening, reading and writing. Ultimately, students take examinations to "place out" of the program.

Advanced Placement English Admissions Criteria

Advanced Placement English Language and Composition is open to qualified juniors who meet the criteria for Advanced Placement English classes. Students will be required to total a minimum of 12 points from the following criteria:

English 9 final course grade:

A	3 points
A-	2 points
B+	1 point

English 10 mid-year course

grade:

A	3 points
A-	2 points
B+	1 point

AP Admissions Exam (scale 1 to 9)

Excellent	8 to 9 points
Good	6 to 7 points
Average	5 points
Poor	2 to 4 points
Unacceptable	1 point

Department recommendation:

Yes	3 points
No	0 point

Advanced Placement English Literature and Composition is open to qualified seniors who meet the criteria for Advanced Placement English classes. Students will be required to total a minimum of 12 points from the following criteria:

English 10 final course grade:

A	3 points
A-	2 points
B+	1 point

English 11 mid-year average:

(Add one additional point, if student completed AP 11)

A	3 points
A-	2 points
B+	1 point

AP Admissions Exam (scale 1 to 9)

Excellent	8 to 9 points
Good	6 to 7 points
Average	5 points
Poor	2 to 4 points
Unacceptable	1 point

Department recommendation:

Yes	3 points
No	0 points