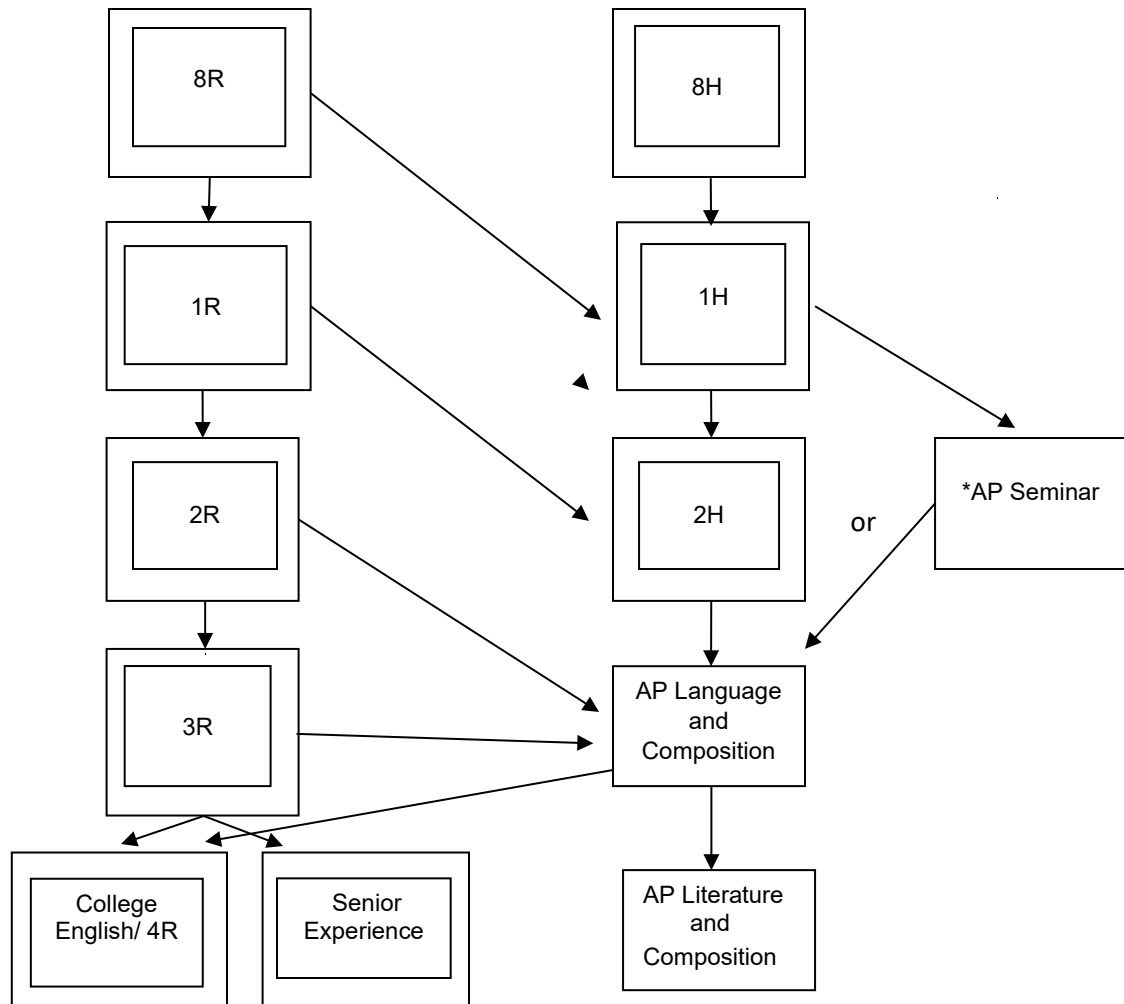


ENGLISH DEPARTMENT



Elective Credit: English SAT/ACT Prep. (Semester 1...January SAT; Semester 2.... May ACT)
 Digital Journalism, Multicultural Studies, Introduction to New Media, Theatre Arts 1, Introduction to Teaching

*AP Capstone Diploma upon completion of AP Seminar, AP Research and 4 AP classes (see page 10)

AP Seminar and Research Certificate upon completion of AP Seminar and AP Research

ENGLISH DEPARTMENT

ENGLISH 1R/H

One Credit

One Year

English I is a first-year course of a four-year sequence in English and is required for high school graduation. Based on the themes of identity and choice, students read a range of texts across genres designed to promote critical literacy and build mastery in listening, speaking, reading and writing for information and understanding, literary response and expression, critical analysis and evaluation. Literary works studied include, *Just Mercy*, *Romeo and Juliet*, *The Kite Runner*, a selection of book club texts focusing on multiple voices and perspectives, and a variety of short stories and poetry. Students will submit a research paper, formal writing assignments, and project-based assessments.

ENGLISH 2R/2H

One Credit

One Year

Prerequisite: English 1R/H respectively.

Students continue to build on the skills and concepts from English I in this course, the second-year of a four-year sequence, which is required for graduation. The curriculum emphasizes a critical and analytical approach to literature, focusing on poetry, drama, short stories and novels. English 2R continues to emphasize the development of language and reading skills with a focus on developing the *Lifelong Practices of Readers and Writers* both in school and in the community. Students study the craft of memoir and poetry and engage in inquiry-based research, argument writing, formal writing assignments, and project-based assessments. Readings for this course span a variety of genres including *Night*, *Persepolis*, *Julius Caesar*, and in book clubs that focus on multiple perspectives.

ENGLISH 3R

One Credit

One Year

Prerequisite: English 2R/H

English 3R course continues to build on the preceding work of English I and II. It is divided into thematic units and emphasizes vocabulary development and analytical reading and writing across various literary genres. Readings for this course include *Macbeth*, *Passing*, *Fences* and a deep study of global memoir in book-clubs, as well as poetry, informational text, and short stories. Students will complete a range of formal writing assignments and project-based assessments. This course culminates in the New York State ELA Regents Exam, which is a graduation requirement.

ENGLISH 4R/ College English 101

One Credit

One Year

Prerequisite: English 3R

The first semester of this course prepares students to produce clear, well-developed, well-organized, grammatically correct writing. The curriculum is designed to give students guided practice in drafting, revising, and editing essays. The course is also designed to develop the skills that enable students to interpret and analyze published texts. In addition to readings assigned in class, students respond to texts they locate themselves through research and write at least one documented or research essay.

The primary goal of English 101 is to respond orally and in writing to texts, primarily nonfiction. A further goal is to compose essays that support and develop a point of view, using a variety of composing strategies. As part of this process, students explore, develop, and confirm ideas in the course of communicating them. Students have the option to earn three college credits during the fall semester.

The second semester is designed to provide students with a rigorous study of various genres of literature. Students will develop the ability to read and write critically through the intensive study of multiple works of literature, media, and technology. Students will work collaboratively to develop a global perspective aligned to both fiction and non-fiction works of literature. Reading and writing will be developed through critical investigations of various literary genres. Readings include, *The Other Wes Moore*, *The Crucible*, *A Streetcar Named Desire* and a novels-in-verse book club study. Students will submit a research paper, formal writing assignments, and various project-based assessments.

Grade 10-12 Electives:

AP Seminar

One Credit

One Year

The AP Capstone Seminar course is an inquiry-based, research-driven course that engages students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around the following essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communication, and collaboration. Students in this course will be working collaboratively toward the completion of a team research project and presentation, an individual research-based essay and presentation, and an end-of-course examination administered by the AP College Board. This course places great emphasis on reading, writing, and presentation both in and out of class.

Advanced Placement English Language and Composition

One Credit

One Year

Prerequisites: English 2H or 3R and Teacher Recommendation

Focusing on the study of selected multicultural works with an intense concentration on language, this course prepares students for the Advanced Placement Exam in Language and Composition. Emphasis is placed upon the four discourse modes: narration, exposition, argumentation and description. Students will submit a research paper and develop a writing portfolio. Students will be prepared for the New York State ELA Regents Exam. **ADVANCED PLACEMENT EXAMINATION IN MAY IS REQUIRED.**

Advanced Placement English Literature and Composition

One Credit

One Year

Prerequisites: AP English Language and Composition and Teacher Recommendation

This course is designed to provide students with a rigorous study of various genres of literature. Students will develop the ability to read and write critically, through the intensive study of multiple works of literature, media, and technology. Students will work collaboratively to develop a global perspective aligned to both fiction and non-fiction works of literature. Reading and writing will be developed through critical investigations of various literary genres. Students will submit a research paper, formal writing assignments and project-based assessments

Digital Journalism:

One-half Credit

One-half Year

Journalism is the activity of gathering, assessing, creating, and presenting news and information. It is also the product of these activities. Journalism can be distinguished from other modes of discourse by certain identifiable characteristics and practices. Creating a good news story means finding and verifying important or interesting information and then presenting it in a way that engages the audience. Good stories are part of what makes journalism different and more valuable than other content in the media universe. As the media landscape continues to shift and change with the advent of new technology, the ways in which news is delivered have also changed. Digital Journalism takes the traditional elements of journalism and merges them with new modes of communication (a mixture of images, text, sound, audio narration, video and/or music) to create diverse digital news media. The course is designed for students to develop the necessary skills to produce news that will resonate with a wide audience via a digital platform. Students will understand and examine the tenets of journalism in the digital age and create news using a broad set of digital tools to engage in the construction and dissemination of knowledge.

Introduction to New Media (Molloy UNIVERSITY)

One-half Credit

One-half Year

This course offers an introduction to the rapidly changing field of new media. In this course, students will explore and utilize new technologies, such as web-design, podcasting, blogs and vlogs, and other digital apps. Students will gain an understanding of what it means to be a consumer and producer of digital content. This course will also raise students' consciousness of digital citizenship issues and empower students to curate positive digital footprints through the use of various digital tools and platforms. Students will also examine these new technologies in terms of their social and communicative impact on storytelling, journalism, and communication, and will create a final project which uses multimedia storytelling as a way

of connecting more closely to their school, local or regional community. The goal is not only to understand the way new media works, but to also participate in the new and rapidly growing environment. This course is aligned to Molloy University 's Course NMD 243 and students have the opportunity to earn college credit.

SAT/ACT PREP (English and Mathematics)

¼ Credit Math and ¼ Credit English

One-half Year

Students in grades 10-12 will be presented with instruction, strategies, and practice exams as preparation for the SAT/ACT exams for English and Mathematics on an alternate day schedule meeting with a teacher from both departments. This course is graded, and a graphing calculator is required. Students must take the SAT/ACT exam prior to completion of this course.

THEATRE ARTS 1

One Credit

One Year

Grades 11-12

Prerequisites: Art 1 or any Music Ensemble and Stage Crafts and Entertainment Technology

Theatre is a collaborative and dynamic art form. Students will learn basic theatre principles in stage movement, voice, and diction. Students will study the work of various playwrights, musicals, and the history of theatre. Students will have the opportunity to write original scenes, develop improvisational techniques, and develop acting and directing skills for performances. Taking this class results in the development of both theatre and life skills; the building of confidence, creativity, and working with others.

INTRODUCTION TO TEACHING

One-half Credit

One-half Year

This course will introduce students to the field of teaching. Topics include current learning standards, lesson plan components, the realities of teaching as a career, certification requirements, professional expectations, and an introduction to teaching strategies. This course will provide students with field experience and to create and present units of study. Students will create lesson plans for the age group of their preference, visit elementary schools to teach students and participate in Shadow Days where students get unique hands-on experiences in early childhood education, along with teacher observations and the opportunity to network.