

Per Section 3. IC 20-26-5-44.2: Not later than July 15, 2023, and not later than July 15 of each year thereafter, each school corporation and charter school shall report on the school corporation's or charter school's website the following:

- 1.) The name and publisher of the adopted reading and writing curricular, listed by grade level
- 2.) Information regarding remedial programs by school corporation, including the grade level for each remedial program
- 3.) Contact information of a designated administrative contact who can provide information regarding the information

Literacy:                   K-5 Amplify CKLA (Core Knowledge Language Arts)  
                                  6-8 Amplify ELA  
                                  K-2 Orton Gillingham Approach

Writing:                    K-5 The 6 Traits of Writing (Smekens)

Intervention:            Literacy Remediation: Boost Reading (Amplify)  
                                  K-5 Orton Gillingham Approach

Special Education (intense multi-sensory literacy instruction)  
                                  K-5 Orton Gillingham  
                                  K-5 The SLANT System

Course	Course Description
English 6	<p>Middle level language arts provides an integrated study of: (1) literature, (2) media, (3) reading process, (4) oral communication, (5) writing process, and (6) language which includes grammar, usage, mechanics, and spelling as tools of effective communication. Middle level language arts further develops students' use of language as a tool for learning and thinking as well as a source of pleasure. While the core language arts program is an integrated approach, it may be augmented through additional time blocks focused on any of the following components: Reading instruction enables students to continue developing in-dependent reading strategies and adapting them to particular contexts, purposes for reading, and choices of information. Students are given the opportunity to share their reading through verbal, written, and dramatic activities.</p> <p>Literature instruction focuses on comprehending stated and implied meaning, expanding vocabulary, forming critical judgments, and developing a foundation of literary concepts. Students creatively respond to literature activities in a variety of ways. Students are given ample opportunity to select fiction, nonfiction, and other reading material from classroom libraries or school media centers and to read independently for uninterrupted periods of time. Students should also be read to regularly. Through the study of literature, students continue to develop curiosity and a lifelong interest in a range of reading materials representing a variety of cultures, time periods, literary genres, and subject areas.</p> <p>Writing and language instruction provides students with the opportunity to write for different purposes and audiences, using a variety of forms of</p>

	<p>expressive, descriptive, and informative writing. Instruction in all phases of the writing process is given—including prewriting, drafting, peer sharing, revising, editing, and publishing. Students should respond to writing in a variety of formats. Instruction in grammar, usage, spelling, and mechanics is integrated with oral and written language instruction. Research and library information skills are taught in conjunction with writing and reading instruction. Because the emphasis of the writing and language program is on learning to write through writing, students should be given frequent opportunities and uninterrupted time for writing.</p> <p>Oral communication instruction provides students with opportunities to continue to develop and to use effective listening and speaking techniques and strategies in both formal and informal situations.</p> <p><b>CURRICULAR RESOURCES INCLUDE:</b> Amplify ELA</p> <p><u>Freak the Mighty</u> is the moving story of an unlikely but powerful friendship between two boys who couldn't be more opposite. Max is unusually large for his age and is often teased by bullying classmates. Kevin, or Freak, as Max affectionately calls him, is extra tiny with various health issues but with a huge intellect.</p> <p>In <u>Through My Eyes</u>, Ruby Bridges recounts the story of her involvement, as a six-year-old, in the integration of her school in New Orleans in 1960.</p> <p>Cynthia DeFelice's novel, <u>Weasel</u>, is a fast-paced work of historical fiction set in the early 19th century Ohio wilderness. It documents the intimate bond between the pioneers and their land, and the consequences of the forced relocation of the Shawnee as a result of the Removal Act of 1830.</p>
English 6 Honors	<p>Along with the topics covered in sixth grade English, the students will hone their reading proficiency by learning and practicing a variety of reading strategies, expand vocabulary, identify significant literary techniques of the different genres, strengthen research and composition skills and practice critical thinking and writing skills. Basic speech techniques and types of organization are learned and practice. Students demonstrate speech technique in coordination with course assignments such as research and projects. This curriculum helps prepare students for further study in the honors program.</p> <p><b>CURRICULAR RESOURCES INCLUDE:</b> Amplify ELA</p> <p>Published in 1990, <u>The True Confessions of Charlotte Doyle</u>, by children's book writer Avi, tells the story of a teenage girl who travels from England to America aboard a sailing ship filled with intrigue, mutiny, and murder; she learns to be a sailor, withstands a hurricane, and thwarts the captain's attempts to kill ...</p>

	<p>In <u>Daniel's Story</u>, a 14-year-old Jewish boy is uprooted from his comfortable life in Frankfurt, Germany, and sent to live in a series of concentration camps.</p> <p>Set in 14th-century England, <u>Crispin: The Cross of Lead</u> is a "rattling fine yarn" (Publisher's Weekly) that tells the story of a young boy who is accused of a murder he didn't commit and forced to flee for his life. Before leaving, he learns his true birth name from a priest, and goes in search of his true identity.</p>
English 7	<p>Seventh grade English is designed to help students improve their reading, research, writing, language study, and presentation skills through materials and activities of student interest. Students will continue developing reading strategies and adapt them to a variety of genres through regular independent and assigned reading. Instruction will focus on improving comprehension, understanding of literary concepts, and critically evaluating the quality of a given text. Reference and research skills will also be taught and developed.</p> <p>Writing instruction will focus on the six traits of writing with a particular emphasis on improving sentence fluency and word choice. Language development will focus on spelling instruction, contextualized vocabulary analysis, recognizing and using the parts of speech, and common grammatical errors in those parts of speech. Students will make oral presentations to reinforce English concepts as well as listening and speaking skills.</p> <p><b>CURRICULAR RESOURCES INCLUDE:</b> Amplify ELA</p> <p>S.E. Hinton's <u>The Outsiders</u> revolves around the conflict between Socs and greasers. A Soc (short for "social") has money and can get away with just about anything. A greaser, on the other hand, always lives on the outside and needs to watch his back. Ponyboy is a greaser, and he's always been proud of it, even willing to rumble against a gang of Socs for the sake of his fellow greasers--until one terrible night.</p> <p>Based on the author's (Amy Efaw's) own experiences as a cadet at the exclusive United States Military Academy at West Point, <u>Battle Dress</u> is the brutally honest tale of seventeen-year-old Andi Davis, who views her acceptance at West Point as a chance to prove that she has what it takes to survive basic training...</p>
English 7 Honors	<p>Along with the topics covered in seventh grade English, these students will be challenged through accelerated language study, advanced novel study, formal research projects and presentations, and writing instruction geared towards the use of more sophisticated technique and vocabulary. Students will frequently read, analyze, and critically evaluate novels, often with cross-curricular connections to the Honors Social Studies class.</p> <p><b>CURRICULAR RESOURCES INCLUDE:</b> Amplify ELA</p>

	<p>The <u>Adventures of Tom Sawyer</u> (also simply known as Tom Sawyer) is an 1876 novel by Mark Twain about a boy growing up along the Mississippi River. It is set in the 1840s in the town of St. Petersburg, which is based on Hannibal, Missouri, where Twain lived as a boy.</p> <p><u>True Grit</u> by Charles Portis is a multi-layered coming-of-age novel set in the Old West of 1870s' Arkansas and Oklahoma. The narrator, fourteen-year-old Mattie Ross, seeks vengeance on the man who murdered her father. Along the way, she receives aid and wisdom from two lawmen who have "true grit."</p> <p>Charles Dickens's <u>Christmas Carol</u> recounts the story of Ebenezer Scrooge, an elderly miser who is visited by the ghost of his former business partner Jacob Marley and the spirits of Christmas Past, Present and Yet to Come. After their visits, Scrooge is transformed into a kinder, gentler man.</p> <p>Robert Louis Stevenson's <u>The Strange Case of Dr. Jekyll and Mr. Hyde</u> follows Gabriel John Utterson, a London-based legal practitioner who investigates a series of strange occurrences between his old friend Dr Henry Jekyll and a murderous criminal named Edward Hyde.</p> <p><u>Treasure Island</u> by Robert Louis Stevenson is about a young boy named Jim Hawkins who goes on a dangerous adventure to recover buried treasure. Along the way, he encounters mutinous pirates, marooned castaways, frightening tales of ghosts, and much more.</p> <p>In <u>Around the World in Eighty Days</u>, a wealthy gentleman, Phileas Fogg, makes a bet that he can travel around the world in eighty days. Fogg and his servant set off immediately. Little do they know they aren't making the journey alone.... with Fogg accused of bank robbery, a detective hotly pursues them as they cross continents.</p>
English 8	<p>Eighth grade English is designed to prepare the students through reading, literature, and writing instruction for the rigors of high school English instruction. Students will read and examine literature with a focus on developing their abilities to make inferences, form critical judgments, and see from other perspectives. Students will receive written and language instruction in many areas including informative, persuasive, and creative writing. They will focus on the "Six Traits of Writing" including Ideas, Organization, Sentence Fluency, Voice, Word Choice, and Conventions. Students will demonstrate mastery of the subject matter through written and oral expression.</p> <p><b>CURRICULAR RESOURCES INCLUDE:</b> Amplify ELA</p> <p>In <u>My Hands: Memories of a Holocaust Rescuer</u> is the compelling memoir of Irene Gut Opdyke, a Polish girl who risked her life to save her Jewish friends during World War II. Irene is captured and forced to work in a German officers' dining hall. Irene eavesdrops on the German's plans and begins planning to smuggle people out of the work camp.</p>

	<p><u>Divergent</u> by Veronica Roth is set in a post-apocalyptic version of Chicago. The society defines its citizens by their social and personality-related affiliation with one of five factions. In the story, Beatrice Prior joins the ranks of the Dauntless and explores her new identity as "Tris".</p>
English 8 Honors	<p>Eighth grade high ability English is designed to challenge students to expand their knowledge of the written word. Students will meet all expectations set forth in eighth grade English and complete self-directed projects that will allow them to examine how literature affects the world and how the world affects literature. Students should be prepared to discuss in depth short stories, novels, poems, and other subgenre with knowledge of historical events surrounding the literary piece. Students will be challenged to explore the social issues in our present-day society by analyzing literature set in the past, present, and future. Students will build their vocabularies by keeping weekly journals and implementing new vocabulary into essays, written projects, and oral presentations.</p> <p>CURRICULAR RESOURCES INCLUDE:  Amplify ELA  <i>See English 8 Curricular Resources</i></p>
English 9	<p><i>English 9</i>, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 9</li> <li>• Recommended Prerequisites: None</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Independent Reading and Lit Circles (Student Choice)  Collected Short Stories and Poetry  <i>The Odyssey</i>, Homer  <i>Long Way Down</i>, Jason Reynolds  <i>Romeo and Juliet</i>, William Shakespeare  <i>Long Way Down</i>, Jason Reynolds</p>
English 9 Language Arts Lab	<p><i>Language Arts Lab</i> is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 9</li> <li>• Required Prerequisites: Concurrent with English 9</li> </ul>

	<ul style="list-style-type: none"> <li>• LHS Recommendation: Students who have failed a semester of English 9 are eligible to take this second semester supplemental course.</li> <li>• Credits: 1 credit. This course is offered second semester to deliver instruction for English 9 students who need additional support in any or all aspects of the ELA standards.</li> <li>• Counts as an elective for all diplomas</li> </ul>
Honors English 9	<p><i>Honors English 9</i> differs from English 9 in rigor and expectation. The purpose of the course is to challenge for AP classes and prepare them to continue studies at a post-secondary institution. Additional activities beyond the standards of English 9 description are as follows:</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 9</li> <li>• LHS Prerequisites: <b>Required summer reading</b>; Two additional novels; Additional in-depth analytical writings and projects; Comprehensive research; Higher level critical analysis in discussion</li> <li>• Students enrolled in this course must pass the course to move on to second semester</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Independent Reading and Lit Circles (Student Choice)  Collected Short Stories and Poetry  <i>The Odyssey</i>, Homer  <i>Long Way Down</i>, Jason Reynolds  <i>Romeo and Juliet</i>, William Shakespeare  <i>Animal Farm</i>, George Orwell  <i>Long Way Down</i>, Jason Reynolds</p>
English 10	<p><i>English 10</i>, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 10</li> <li>• Recommended Prerequisites: English 9 or teacher recommendation</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Independent Reading and Lit Circles (Student Choice)  Collected Short Stories, Poetry, Nonfiction, Essays  <i>To Kill a Mockingbird</i>, Harper Lee  <i>Macbeth</i>, William Shakespeare</p>

<p>AP Seminar</p>	<p><i>AP Seminar: English</i> is designed as a seminar-style English course focusing on foundational writing, collaboration, research, and presentation skills. Through an inquiry-based approach, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. The course integrates with local English standards, allowing for flexibility in instruction. Students learn to synthesize information from multiple sources, express their own perspectives through written essays, and deliver oral and visual presentations individually or as part of a team. Assessment in the course includes two through-course performance tasks and an end-of-course exam, with the final AP score being calculated on a 1-5 scale.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 10</li> <li>• Recommended Prerequisites: English 9 or teacher recommendation</li> <li>• LHS Prerequisites: Required summer reading; two additional novels; In-depth analytical writings and projects that build on the knowledge of Honors English 9 Comprehensive research; Higher level critical analysis in discussion</li> <li>• Students enrolled in this course must pass the course to move on to second semester</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Independent Reading and Lit Circles (Student Choice)  Collected Short Stories, Poetry, Nonfiction, Speeches  U.S. Seminal Documents  <i>Macbeth</i>, William Shakespeare  <i>Fahrenheit 451</i>, Ray Bradbury  <i>To Kill a Mockingbird</i>, Harper Lee  <i>The Book Thief</i>, Markus Zusak</p>
<p>English 11</p>	<p><i>English 11</i>, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, argumentative, informative), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 11</li> <li>• Recommended Prerequisites: English 9 and English 10 or teacher recommendation</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul>

	<p>CURRICULAR RESOURCES INCLUDE:          Lit Circles (Student Choice)          Collected Short Stories and Poetry  <i>The Great Gatsby</i>, F. Scott Fitzgerald  <i>The Crucible</i>, Arthur Miller</p>
<p>AP English Literature and Composition</p>	<p><i>AP English Literature and Composition</i> is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 11</li> <li>• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation</li> <li>• LHS Prerequisites: Required summer reading and corresponding work</li> <li>• Students enrolled in this course must pass the course to move on to second semester</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:          Lit Circles/Independent Reading (Student Choice)          Collected Short Stories and Poetry  <i>The Great Gatsby</i>, F. Scott Fitzgerald  <i>Frankenstein</i>, Mary Shelley  <i>Fences</i>, August Wilson</p>
<p>English 12</p>	<p><i>English 12</i>, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, argumentative, informative), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 12</li> <li>• Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.</b></li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Independent Reading (Student Choice)  Collected Short Stories and Poetry  <i>Fallen Angels</i>, Walter Dean Myers  <i>Of Mice and Men</i>, John Steinbeck  <i>A Raisin in the Sun</i>, Lorraine Hansberry</p>
AP English Language and Composition	<p><i>AP English Language and Composition</i> is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 12</li> <li>• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation</li> <li>• LHS Prerequisites: Required summer reading and corresponding work</li> <li>• Students enrolled in this course must pass the course to move on to second semester</li> <li>• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> <li>• <b>This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.</b></li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Independent Reading (Student Choice)  Collected Short Stories and Poetry  Collected Essays and Nonfiction Pieces  <i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot  <i>A Raisin in the Sun</i>, Lorraine Hansberry</p>
Advanced English/Language Arts, College Credit	<p>This course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. Prerequisites are three years of high school English.  <b>Students requesting W131 must have a 2.7 unweighted GPA.</b></p>

	<ul style="list-style-type: none"> <li>• A writing sample in the spring of junior year will be administered to students who are not currently in English honors requesting the class</li> <li>• Required summer reading</li> <li>• Students enrolled in this course must pass the course to move on to second semester</li> <li>• A one semester/one credit high school course</li> <li>• A three credit hour college course when registered as non-degree student with Indiana University</li> <li>• Tuition fees are assessed by IU Bursar in the fall of the year after class registration (2024-25 fees were \$25.00 per credit hour)</li> <li>• <b>This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.</b></li> </ul> <p>CURRICULAR RESOURCES INCLUDE:          Collected Short Stories and Poetry          Collected Essays and Nonfiction Pieces  <i>The Kite Runner</i>, by Khaled Hosseini  <i>A Raisin in the Sun</i> by Lorraine Hansberry</p>
Digital Media	<p><i>Digital Media</i>, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 9, 10, 11, 12</li> <li>• Recommended Prerequisites: none</li> <li>• LHS Required Prerequisites: none</li> <li>• Credits: 1 or 2 semester course, 1 credit per semester. <b>Second credit is Advanced</b> to allow for a successive semester of instruction at an advanced level. English/Language Arts credit (1084): Digital Media course work addresses the Indiana Academic Standards for English/Language Arts, credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.</li> <li>• Counts as an elective for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:          Excerpts of media content          Selected articles and essays</p>
Journalism	<p><i>Journalism</i>, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to</p>

	<p>print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism, and emerging media development and design in order to analyze messaging techniques and identify and avoid the presentation of false or misleading information. By the end of the semester, students write, shoot, and design stories for print and digital media products.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 9, 10, 11, 12</li> <li>• Recommended Prerequisites: 2 credits in English Language Arts</li> <li>• LHS Prerequisite: C average in English</li> <li>• Credits: 1 credit per semester, maximum 1 credit</li> <li>• Counts as an elective for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE: Excerpts of media content Selected articles and essays</p>
<p>Student Media</p>	<p><i>Student Media</i>, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 11, 12</li> <li>• Recommended Prerequisites: Application process.</li> <li>• LHS Prerequisites: B average in English; students selected by application process; required summer assignment expectations</li> <li>• Credits: 1-4 credits. The nature of this course allows for successive semesters of instruction at advanced levels.</li> <li>• Counts as a directed elective or elective for all diplomas</li> <li>• Fulfills the fine arts requirement for the Core 40 with Academic Honors</li> <li>• NOTE: This is the designated school newspaper or yearbook course.</li> <li>• <b>This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.</b></li> </ul> <p>CURRICULAR RESOURCES INCLUDE: Excerpts of media content Selected articles and essays</p>
<p>Creative Writing</p>	<p><i>Creative Writing</i>, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. The course can</p>

	<p>be offered in conjunction with a literature course, or schools should embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 11, 12</li> <li>• Recommended Prerequisites: English 9, English 10, or teacher recommendation</li> <li>• LHS Prerequisite: None</li> <li>• Credits: 1 credit per semester, maximum 1 credit</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> <li>• NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Selected poems and short stories  Excerpts from fiction and nonfiction</p>
<p>Debate</p>	<p><i>Debate</i>, a course based on the Indiana Academic 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.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 10, 11, 12</li> <li>• Recommended Prerequisites: English 9 or teacher recommendation</li> <li>• LHS Prerequisite: C average or better in English Language Arts</li> <li>• Credits: 1 credit per semester, maximum 1 credit</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Selected speeches and constructives  Excerpts from debates  <i>The Great Debaters</i> film (2007) Dir. Denzel Washington</p>
<p>Film Literature</p>	<p><i>Film Literature</i>, a course based on the Indiana Academic Standards for English/Language Arts, 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. The course can be</p>

	<p>offered in conjunction with a composition course, or schools should embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum. <b>FILM LITERATURE PROJECT:</b> Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 9, 10, 11, 12</li> <li>• Recommended Prerequisites: English 9, English 10, or teacher recommendation</li> <li>• LHS Prerequisite: None</li> <li>• Credits: 1 credit per semester, maximum 1 credit</li> <li>• Fulfills an English/Language Arts requirement f for all diplomas</li> <li>• NOTE: Students are strongly encouraged to combine this course with an English course that they take before, concurrently, or after the course.</li> </ul> <p><b>CURRICULAR RESOURCES INCLUDE:</b>  Excerpts of screenplays  Selected film clips for scene study  Selected short films  <i>Psycho</i> (1960) Dir. Alfred Hitchcock  <i>1917</i> (2019) Dir. Sam Mendes  <i>Moonrise Kingdom</i> (2012) Dir. Wes Anderson  Independent choice for feature films</p>
Speech	<p><i>Speech</i>, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.</p> <ul style="list-style-type: none"> <li>• Recommended Grade(s): 10, 11, 12</li> <li>• Recommended Prerequisites: None</li> <li>• Credits: 1 credit per semester, maximum 1 credit</li> <li>• Fulfills an English/Language Arts requirement for all diplomas</li> <li>• NOTE: Students are strongly encouraged to combine this course with an English course that they take before, concurrently, or after the course.</li> </ul> <p><b>CURRICULAR RESOURCES INCLUDE:</b>  Selected transcripts from various genres of public speaking</p>
Theatre Arts	<p><i>Theatre Arts</i> is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical</p>

	<p>productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.</p> <ul style="list-style-type: none"> <li>• Recommended Grade Level: 10-12</li> <li>• LHS Prerequisite: None</li> <li>• Credits: 1 credit per semester, maximum 1 credit</li> <li>• Laboratory course</li> <li>• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma</li> <li>• Counts as a directed elective or elective for all diplomas</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Selected monologues and short scenes  Selected 10-minute plays  <i>All My Sons</i>, by Arthur Miller</p>
English as a New Language (ENL)	<p><i>English as a New Language</i>, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve proficiency in listening, speaking, reading, writing and comprehension of Standard English. Students study English vocabulary used in fictional texts and content--area texts, speak and write English so that they can function within the regular school setting and an English--speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.</p> <ul style="list-style-type: none"> <li>• Recommended Grade Level: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.</li> <li>• Recommended Prerequisites: English proficiency placement test results</li> <li>• Credits: A two-semester course, one credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of four credits).</li> <li>• Fulfills an English Language Arts requirement for all diplomas</li> <li>• World Language credit (2188): If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English Language Arts course, up to eight (8) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40</li> </ul> <p>CURRICULAR RESOURCES INCLUDE:  Selected stories and poems  Selected clips from film and television  <i>That was Then, This is Now</i> (1971) by S.E. Hinton</p>

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