

## English Language Arts Department

### **Introduction:**

The English Language Arts Department requires students to think critically, creatively, and strategically as they engage in meaningful, complex activities involving integrated development of reading, writing, listening, speaking, and viewing skills. We encourage students to grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, and common aspects of the human experience. Our students engage in discourse and dialogue about texts of various genres and topics of current concern and interest, and they develop the ability to use language for a variety of purposes, including sharing information, questioning, persuading, and achieving collaborative goals. Students learn to respond thoughtfully and critically to visual messages, including print and electronic media. By approaching writing as a process, students learn to use writing both to reason analytically and to explore their ideas and feelings and the events and people in their lives. They also develop research skills and command of standard written English.

### Course Recommendation Process:

Teacher recommendation, classroom performance, and diagnostic assessments are the primary criteria for determining appropriate course levels. When making recommendations for courses, teachers consider the following criteria:

#### Moving Up a Level:

- An apparent ease with assignments
- An ability to grasp concepts quickly
- A capacity for thinking at a deeper level with greater insight
- An interest in the subject matter more appropriate to a higher-level student

#### Moving Down a Level: (from Honors to an A level class)

- Averaging a D or lower
- Struggling or seeming overwhelmed by the work
- An inability to grasp concepts without additional, separate, individual explanation
- Critical thinking and writing skill levels noticeably lower than those of peers
- Lack of motivation to meet the challenges of an accelerated course

#### Moving Down a Level: (Moving from A level to an B level class)

- Averaging a D or lower
- Struggling or seeming overwhelmed by the work
- An inability to grasp concepts without additional, separate, individual explanation
- Skill level significantly below the average

*\*\*\*Please note that students who have an A in a class may simply be appropriately placed and are able to shine at that level. Having an A average alone does not indicate that a student should move to a more advanced level. Regarding lack of motivation: If students do not submit work, it is difficult to gauge ability level. Although having difficulties completing homework assignments will naturally impact a student's grade, homework is only a portion of the average. Therefore, it stands to reason that if a student is appropriately placed, he/she should be able to maintain a C average based on tests, essays, and participation.*

### Summer Assignments:

All Advanced Placement (AP) courses will assign mandatory summer assignments to incoming students. The English Language Arts Department recommends, but does not require, that all students partake in summer reading of their choice. A list of recommended titles will be provided on the school's web page.

Sequencing: For each year of high school every student is required to pass a year-long English class. Required, year-long English classes are offered at different levels. Teacher recommendation, classroom performance, and diagnostic assessments are the primary criteria for determining appropriate course levels. All Randolph High School English courses prepare students for college. In general, students at a higher level are expected to be more independent, more self-disciplined, and more self-motivated; they read more works and more complex works; their writing is expected to be more fluent and more sophisticated, and their thinking is more rigorous and more original.

<b>Course Title (Code)</b>	<b>Grade Level</b>	<b>Length</b>
English I H (ENG120)	9	Full Year
+English I A (ENG110)	9	Full Year
English I B (ENG100)	9	Full Year
English II Honors (ENG220)	10	Full Year
AP Capstone Seminar (ENG500)	10	Full Year
+English II A (ENG210)	10	Full Year
English II B (ENG200)	10	Full Year
AP Language & Composition (ENG530)	11	Full Year
+English III A (ENG310)	11	Full Year
English III B (ENG300)	11	Full Year
AP Literature & Composition (ENG540)	12	Full Year
+English IV A (ENG410)	12	Full Year
English IV B (ENG400)	12	Full Year
Transitional English (ENG600)	9, 10, 11, 12	Full Year
Learning Skills (ENG630)	9, 10, 11	Full Year
Academic Review ELA (ENG610)	9	Full Year
AP Capstone Research (ENG520)	11, 12	Full Year
Journalism I (ENG830)	9, 10, 11, 12	Full Year
Journalism II (ENG840)	10, 11, 12	Full Year
Creative Writing I (ENG810)	9, 10, 11, 12	Full Year
Creative Writing II (ENG820)	10, 11, 12	Full Year
Theater Arts I (ENG865)	9, 10, 11, 12	Semester
Theater Arts II (ENG875)	9, 10, 11, 12	Semester
Public Speaking (ENG855)	9, 10, 11, 12	Semester
SAT Prep English (ENG885)	9, 10, 11, 12	Semester
Media Literacy (ENG845)	10, 11, 12	Semester
The Graphic Novel (ENG825)	10, 11, 12	Semester

+ indicates required course

<b>Course Title: English I Honors (ENG120)</b>	
<b>Level/Grade: 9</b>	<b>Length: Full Year</b>

<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> Above-average achievement in previous language arts classes; recommendation of previous language arts teacher.
<b>Course Description:</b> Honors English I is a survey course offered to students who have demonstrated superior ability, motivation, and performance and who wish to pursue excellence and sophistication in reading, writing, listening, speaking, viewing, and critical thinking. Students interpret, analyze, and otherwise respond to significant works of literature from various genres. Fundamentals of thesis-control and personal-voice writing receive careful attention. The course also focuses on vocabulary, grammar, usage, mechanics, sentence structure, and paragraphing.	

<b>Course Title: English I A (ENG110) and English I B (ENG100)</b>	
<b>Level/Grade:</b> 9	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> N/A
<b>Course Description:</b> English I is a survey course where significant works of literature from various genres are introduced, explored, and analyzed. Fundamentals of thesis-control and personal-voice writing receive careful attention. The course also focuses on literary theory, vocabulary, speaking skills, listening skills, grammar, usage, mechanics, sentence structure, and paragraphing.	

<b>Course Title: English II Honors (ENG220)</b>	
<b>Level/Grade:</b> 10	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> Above-average achievement in previous English classes; recommendation of grade 9 English teacher
<b>Course Description:</b> Honors English II is offered to students who have demonstrated superior ability, motivation, and performance and who wish to pursue excellence and sophistication in reading, writing, listening, speaking, viewing, and critical thinking. The course includes key texts from American literature and compares them thematically and stylistically to literature from around the world. With a focus on literary theory, works are placed in social, historical, and universal contexts. Fundamentals of thesis-control and personal-voice writing receive careful attention. Students refine speaking skills, listening skills, vocabulary, grammar, usage, mechanics, and sentence structure skills.	

<b>Course Title: AP Seminar (ENG500)</b>	
<b>Level/Grade:</b> 10	<b>Length:</b> Full Year
	<b>Pre-requisites:</b> 3.0 unweighted overall GPA and teacher recommendation
<b>Course Description:</b> AP Seminar is a rigorous year-long course, the first of two classes that make up the AP-Capstone Program. Since the course is designed to cultivate college-level critical thinking, analytical prowess, and effective communication, it will also fulfill the English 10 requirement. Students inclined towards rigorous research, eager to investigate real-world issues from diverse perspectives, and adept at synthesizing information from scholarly sources will find themselves thriving in this environment. By	

marking period 3, students engage in two performance tasks for which the first two marking periods prepare them. During this time, students work under strict guidelines and deadlines independently with teacher supervision, but no individual student feedback. The tasks, one done individually and one as part of a peer group, are submitted to the College Board as part of their AP Seminar score, the remainder of which is a written essay exam administered in May. Students enrolling in AP Seminar should expect a challenging summer assignment to prepare them for the course expectations which reflect the strict standards set by College Board. Though this course does touch upon fiction and other traditional literature, it is largely non-fiction based and is often enjoyed by students who excel in areas beyond the traditional English class.

<b>Course Title: English II A (ENG210) and English II B (ENG200)</b>	
<b>Level/Grade:</b> 10	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> N/A
<b>Course Description:</b> English II includes key texts from American literature and compares them thematically and stylistically to literature from around the world. Fundamentals of thesis-control and personal-voice writing receive careful attention. The course also focuses on literary theory, speaking skills, listening skills, vocabulary, grammar, usage, spelling, punctuation, sentence structure, and paragraphing.	

<b>Course Title: AP Language &amp; Composition (ENG530)</b>	
<b>Level/Grade:</b> 11	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> Above-average achievement in previous English classes; recommendation of grade 10 English teacher
<b>Course Description:</b> AP Language and Composition is offered to students who have demonstrated superior ability, motivation, and performance and who wish to pursue excellence and sophistication in reading, writing, listening, speaking, viewing, and critical thinking. Students interpret, analyze, and otherwise respond to significant works of British literature, focusing on themes, styles, and philosophies of well-known authors. Works are placed in social, historical, and universal contexts. Student writing includes many analytical, interpretive, and personal-voice essays, two primary-source papers, and an extensive portfolio. Students prepare for and are expected to take an AP English examination.	

<b>Course Title: English III A (ENG310) and English III B (ENG300)</b>	
<b>Level/Grade:</b> 11	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> N/A
<b>Course Description:</b> English III includes key texts from British literature and compares them thematically and stylistically to literature from around the world. Thesis-control and personal-voice writing receive careful attention. Students refine speaking, listening, and analytical thinking through literary theory, vocabulary, grammar, usage, mechanics, and sentence structure skills.	

<b>Course Title: AP Literature &amp; Composition (ENG540)</b>	
<b>Level/Grade:</b> 12	<b>Length:</b> Full Year

<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> Above-average achievement in previous English classes; recommendation of grade 11 teacher
<p><b>Course Description:</b>  AP Literature and Composition is offered to students who have demonstrated superior ability, motivation, and performance and who wish to pursue excellence and sophistication in reading, writing, listening, speaking, viewing, and critical thinking. Students read and write about challenging texts from World, American and British literature, focusing on each work's language, structure, meaning, value, and relationship to contemporary and historical experience. Student writing includes several primary- source papers per marking period, and two research projects per year. Students prepare for and are expected to take an AP English examination.</p>	

<b>Course Title: English IV A (ENG410) or English IV B (ENG400)</b>	
<b>Level/Grade:</b> 12	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> N/A
<p><b>Course Description:</b>  English IV combines the study of literature to the authentic task of bettering one's own community and pursuing authentic goals. Various genres – novel, poetry, drama – are explored and interpreted, both as unique works of art and in social, historical, and universal contexts, looking more deeply at literary lenses and theories. Thesis-control and personal-voice writing receive careful attention. Students refine speaking skills, listening skills, vocabulary, grammar, usage, mechanics, and sentence structure skills. The final service-learning project combines communication skills, research, and writing with an emphasis on modern-day applications.</p>	

<b>Course Title: Transitional English (ENG600)</b>	
<b>Level/Grade:</b> 9, 10, 11, 12	<b>Length:</b> Full Year
	<b>Pre-requisites:</b> District Identification
<p><b>Course Description:</b>  The Transitional English class is for students who have exited the ESL program by passing the required proficiency test and for selected students who are in the advanced ESL program. Through literary, persuasive, and informational reading and through thesis-control and personal-voice writing, Transitional English focuses on meeting New Jersey Department of Education high school graduation requirements. The course fulfills both Language Arts Literacy and TESOL/ESL standards.</p>	

<b>Course Title: Learning Skills (ENG630)</b>	
<b>Level/Grade:</b> 9, 10, 11	<b>Length:</b> Full Year
	<b>Pre-requisites:</b> Admin/committee approval
<p><b>Course Description:</b>  The Learning Skills course is an elective course designed for general education students who may require additional support in meeting the requirements of a subject and/or content area. The course also focuses on building student executive functioning skills. Students who take this course are provided with strategies and support to enable them to meet the academic demands of their mainstream courses. The program is individualized based on student abilities and needs. <u>Students receive a Pass or Fail for each Marking Period.</u> If a student is interested in taking the course, their</p>	

needs will be reviewed by the I&RS committee and/or the admin team to decide if placement is appropriate.

<b>Course Title: Academic Review ELA (ENG 610)</b>	
<b>Level/Grade:</b> 9	<b>Length:</b> Full Year
	<b>Pre-requisites:</b> District identification
<b>Course Description:</b> Academic Review is a required supplemental English course to provide targeted instruction to students who are struggling with specific reading and writing skills. An emphasis is placed on meeting the proficiency standards of the NJSLA and NJGPA exams to fulfill the assessment requirement for graduation.	

<b>Course Title: AP Research (ENG520)</b>	
<b>Level/Grade:</b> 11, 12	<b>Length:</b> Full Year
	<b>Pre-requisites:</b> AP Seminar
<b>Course Description:</b> AP Capstone equips students with independent research, collaborative teamwork and communication skills that are increasingly valued by colleges. It cultivates curious, independent and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. AP Capstone is a two-year commitment. 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 Research allows students to deeply explore an academic topic, problem or issue of individual interest. Through this exploration, students design, plan and conduct a year-long 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 methodology; employing ethical research practices; and accessing, analyzing and synthesizing information as they address a research question. Students explore their skill development, document their processes and curate the artifacts of the development of their scholarly work in a portfolio.	

<b>Course Title: Journalism I (ENG830)</b>	
<b>Level/Grade:</b> 9, 10, 11, 12	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> N/A
<b>Course Description:</b> The first year of the journalism program provides a general introduction to the field of journalism and helps students acquire basic journalism skills. This class focuses on the process of news gathering and writing in the core forms of journalism—news stories, sports stories, features, editorials, and sports—suitable for print and online publications and television news broadcasting. Units include the 5W's and 1 H approach to writing, the ABC's principles of writing, and the four key components of a news story. Students also learn effective interviewing and reporting techniques, how to proofread and edit accurately, basic page-layout techniques, and collaboration and peer review. This course also explores	

general topics and issues related to the field, including responsible reporting, First Amendment rights, the history.

<b>Course Title: Journalism II (ENG840)</b>	
<b>Level/Grade:</b> 10, 11, 12	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> Journalism I or demonstrated proficiency in journalistic writing
<b>Course Description:</b> This course covers the art of journalistic writing. It begins with a detailed study of the fundamental components of newspapers, the news story. News styles and organization, and interviewing techniques are also covered thoroughly. More advanced forms of journalistic writing, including feature stories, editorials, depth stories, and sports, are covered once the basics are mastered. Students also learn how to proofread and edit accurately. Students selecting this course should have demonstrated mastery of basic writing skills. The second semester will focus on newspaper's nonverbal aspects. Headlining, make-up and desktop publishing, and the various printing processes are treated. Journalism history, advertising, school newspaper photography, and journalism law are also explored in depth. The course concludes with a look at electronic journalism.	

<b>Course Title: Creative Writing I (ENG810)</b>	
<b>Level/Grade:</b> 9, 10, 11, 12	<b>Length:</b> Full Year
<b>NCAA Approved Core Course</b>	<b>Pre-requisites:</b> N/A
<b>Course Description:</b> This course offers writing activities that draw on the student's imaginative and creative ability. The course's objectives are to expand the student's experiences with descriptive, narrative, dramatic, and poetic writing. Students are required to write with coherence, simplicity, clarity, and freshness. Emphasis is placed upon the development of a major individual writing project each semester.	

<b>Course Title: Creative Writing II (ENG820)</b>	
<b>Level/Grade:</b> 10, 11, 12	<b>Length:</b> Full Year
	<b>Pre-requisites:</b> Creative Writing 1 or demonstrated proficiency in creative writing
<b>Course Description:</b> This course offers writing activities that draw on the student's imaginative and creative ability. The course's objectives are to expand the student's experiences with descriptive, narrative, dramatic, and poetic writing. Students are required to write with coherence, simplicity, clarity, and freshness. Emphasis is placed upon the development of a major individual writing project each semester; publication is the goal of Creative Writing 2.	

<b>Course Title: Theater Arts I (ENG865)</b>	
<b>Level/Grade:</b> 9, 10, 11, 12	<b>Length:</b> Semester
	<b>Pre-requisites:</b> N/A

**Course Description:**

The Theater Arts I curriculum is designed to introduce and develop knowledge of theater through the study of theater history, acting techniques, theatrical design and production, and theater terminology. Students will read, analyze, and perform scripts from a variety of genres and time periods including Ancient Greece, Commedia dell'Arte, Restoration, Broadway, and modern theater. Students will also practice a range of acting techniques for performance and preparation including improvisation, acting exercises, monologue work, audition preparation, production participation, observation, analysis, and critique. The focus of the Theater Arts curriculum is to broaden and develop theatrical knowledge and skills for students who wish to pursue theater as a career and for students who wish to appreciate theater as an audience member

**Course Title: Theater Arts II (ENG875)****Level/Grade:** 9, 10, 11, 12**Length:** Semester**Pre-requisites:** Theater Arts I**Course Description:**

Theater Arts II is a course that builds off the fundamental techniques learned in Theater Arts I. In Theater Arts I, students worked on a variety of techniques for performance and preparation; in Theater Arts II, those techniques, such as improvisation, acting exercises, monologue work, song work, and audition preparation are fully developed into a craft. This course focuses heavily on scene work, partner work and the study of playwrights and actors from different time periods and genres, but still utilizes the techniques of observation, analysis, and critique. Like Theater Arts I, the focus of this curriculum is to continue to broaden and develop theatrical knowledge and skills for students who wish to pursue theater as a career or for those students wanting to develop a deeper appreciation of theater as an audience member.

**Course Title: Public Speaking (ENG855)****Level/Grade:** 9, 10, 11, 12**Length:** Semester**NCAA Approved Core Course****Pre-requisites:** N/A**Course Description:**

This introductory course is designed to develop skill and confidence in individual and group communication. Emphasis is placed on researching, organizing, and presenting information in group discussions and formal speeches. Vocal mechanism, dialects, and body movement are also treated. The second semester covers more involved forms of presentation such as panel discussion, debate, oral interpretation of prose and poetry, acting and radio/T.V. techniques

**Course Title: SAT Prep English (ENG885)****Level/Grade:** 9, 10, 11, 12**Length:** Semester**Pre-requisites:** N/A**Course Description:**

The SAT Prep course is a semester course designed to help students prepare for the rigors of taking the English portion of the SAT test offered by the College Board. The course's main goal is to identify and implement test-taking strategies using prerequisite knowledge to increase student test performance.

<b>Course Title: Media Literacy (ENG845)</b>	
<b>Level/Grade:</b> 10, 11, 12	<b>Length:</b> Semester
	<b>Pre-requisites:</b> N/A
<p><b>Course Description:</b>  Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. Students will read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources. Students will consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students will learn how to ask critical questions about the intended audience and purpose of media messages, and study factors which can contribute to bias and affect credibility. This course is built to New Jersey state standards and informed by The National Association for Media Literacy Education's Core Principles of Media Literacy Education.</p>	

<b>Course Title: The Graphic Novel (ENG825)</b>	
<b>Level/Grade:</b> 10, 11, 12	<b>Length:</b> Semester
	<b>Pre-requisites:</b> N/A
<p><b>Course Description:</b>  This semester course will explore how graphic novels are built and told; students will learn to use conceptual vocabulary and discuss how the graphic novel achieves its objective of obtaining the reader's attention and engagement. Students will develop an understanding of graphic novels by a graphic introduction to graphics/comics. This understanding will develop by examining a range of self-chosen graphic novels from thematic categories including, but not limited to, autobiography, trans-language, illness narrative, and costumed heroes. All reading will be done in class with the teacher's support; nontraditional readers are encouraged to take this course!</p>	

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