

# ENGLISH

The BHS English Program offers the students the opportunity to develop and demonstrate comprehensive communication skills as outlined in the *Common Core of Learning*. Learning opportunities in listening, speaking, reading, writing, interpreting literature, and information processing are included in all course offerings. The courses follow a scope and sequence with increasing skill proficiency expected as the student moves from ninth to twelfth grades. Students must pass the previous year's English class before moving on to the next grade. Each successive year is built upon the skills of the previous year. Students who fail English may repeat English once in summer or night school in order to move on with their class with approval from the principal. Students may not double up English until their fourth year of high school.

## COURSE OFFERINGS

### BHS Graduation Requirement

The BHS graduate is able to construct and interpret the English language in a variety of situations and texts.

**To achieve the graduation requirement, a student must:**

- demonstrate breadth and depth of reading and listening
- demonstrate fluency in speaking and writing from narrative to exposition and argument

GRADE	COURSES (4.0 Credits Required)
9-11 Assigned	Reading/Writing Workshop 9-11, Other Reading Classes as Needed
9 Required	English 9: Humanities, or English 9: Humanities Honors
10 Required	English 10: Literature/Writing/Speech, or English 10 Honors:Genre
11 Required	Select Two Elective Courses
12 Required	Select Two Elective Courses, or AP English

## READING

Reading at grade level is an essential life skill for students to fully access high school classes and technical, college, and university level studies. Some students need additional time and supports to read, write, and analyze at a high school level. Students who read below grade level will be assigned an additional reading support class. Typically, students at the end of eighth grade are considered to be below grade level if they read below a **1000 Lexile Score** on the SRI - Scholastic Reading Inventory, a reading assessment developed by the Scholastic Company. This test is administered at Hunt and Edmunds Middle Schools and at BHS in the fall and spring in order to assess student reading progress. The following chart describes a typical progression of reading levels and scores.

Reading Levels	Reading Scores
Foundational	100-450
Basic	450-850
Intermediate	850-1000
Grade Level	1000-1200
College/Career	1050-1385

BHS offers a continuum of reading classes to advance student reading skills. In addition to SRI scores, other information such as scores from the English Language Proficiency (ACCESS/WIDA) test for English Language Learners, SBAC Smarter Balance scores and middle/high school teacher recommendations are used to identify additional reading instruction needs and appropriate class placement. **Students achieving lower than 1000 lexile score will be placed in reading classes.**

The following six classes will be assigned through Instructional Services and the English Language Learning Departments instead of or in addition to English classes:

- 529081 Basic Reading 1**
- 52154 ELL Reading 1**
- 52174 ELL System 44**
- 52162 ELL Reading 2**
- 529082 Basic Reading 2**
- 52166 ELL Reading 3**

**529061 Read 180 1** **2.0 Credits** **Grades 9-12**

This course is for students who wish to increase reading comprehension skills. Students will learn a variety of strategies for understanding, interpreting, and analyzing texts. The course directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This class meets one block every day. Prerequisite: Students with SRI scores 300+, teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**529062 Read 180 2** **1.0 Credit** **Grades 10-12**

In this course, students will continue their work in reading comprehension through the Read 180 program. Prerequisites include instructor permission and prior enrollment in Read 180. Prerequisite: Students with SRI scores 400+, teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52102 Reading and Writing Workshop 9****1.0 Credit****Grade 9**

This class is assigned in addition to Humanities English 9 and provides opportunities for students to deepen literacy skills and increase basic competencies in reading, writing, speaking and listening using high-interest and engaging readings. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, and in life outside of school. This class will support 9<sup>th</sup> grade Humanities reading and writing assignments. Prerequisite: Placement determined by SRI/SBAC and/or 8<sup>th</sup> grade teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52106 Reading and Writing Workshop 10****1.0 Credit****Grade 10**

This class is assigned in addition to English 10 to focus on continued acquisition of reading and writing skills using high-interest and engaging readings. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, and in life outside of school. This class will support 10<sup>th</sup> grade English reading and writing assignments. Prerequisite: SRI scores and/or recommendation of 9<sup>th</sup> grade Humanities teachers. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52110 Reading and Writing Workshop 11****1.0 Credit****Grade 11**

This class is assigned in addition to English 11 and focuses on the continued acquisition of reading and writing skills using high-interest and engaging readings. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, and in life outside of school. This class will support 11<sup>th</sup> grade English reading and writing assignments. Prerequisite: SRI scores and/or recommendation of 10<sup>th</sup> grade English teacher. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**English Classes – Grade 9****52103 English 9: Humanities****1.0 Credit****Grade 9****52104 English 9: Honors Humanities (Earned)**

The ninth grade English program focuses on the **search for self** and the question “**Who Am I?**” This course will examine various genres of literature and will focus on responding to literature in creative and analytical writings. Students will strive to make personal connections to the issues and characters in the literature they study. Emphasis will be on reading comprehension, as well as the analysis and interpretation of the material. Students will strive to improve upon the fundamentals of their writing through the writing process, grammar and vocabulary work. ***Students have the option to earn Honors credit in this class*** by demonstrating learning of core concepts, skills, and knowledge on identified assignments and assessments throughout the school year at an honors level; the earned Honors designation will be awarded at the end of year. Students may be assigned to additional reading and English classes in order to support students being able to read and write at grade level. ***This class will be co-assigned and team-taught with Humanities Civics and World Societies.*** *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

**Grade 10**

The tenth grade English program explores **relationships of individuals in society** including universal issues and ideas, decision-making, and responsibility through the question ***What Is My Code?*** Students will explore and develop a personal understanding of these themes through the study and analysis of short stories, novels, plays, poetry, and non-fiction texts.

**52107 English 10: Literature, Writing, Speech****1.0 Credit****Grade 10**

This course supports continued acquisition of reading and writing skills in preparation for college and careers. It is organized around types of literature: the short story, the drama, the essay, the biography, the novel, and the poem. Students will study each type. Besides helping students learn how to read each type, the course will broaden their background in reading, aid them in writing about or responding to a literary selection, and help them build their own vocabularies through the study of words in a literary context. Both writing and speech activities will be integral parts of this course. In addition to the Prentice-Hall anthology, major works to be studied include *To Kill a Mockingbird*, *A Separate Peace*, *A Lesson before Dying*, and *A Farewell to Mazanar*. Prerequisite: Successful completion of English 9 and recommendation of 9<sup>th</sup> grade English teacher. This class will be co-assigned with a 10<sup>th</sup> grade World & U.S. History Teacher. *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

**52109 English 10 Honors: Genre****1.0 Credit****Grade 10**

This course is designed for students with serious interest in the study of literature. Students will demonstrate proficiency in reading and analyzing literature and in expressing themselves clearly in speech and writing. The course will include critical reading and analysis of poetry, short story, novel, drama, and nonfiction. Emphasis will be on the close reading and intensive study of selected literary works. Responding to language with sensitivity and discrimination will be an integral part of this program. Vocabulary development will be stressed during the year. In addition to the Prentice-Hall anthology, major works to be studied include but are not limited to *Jane Eyre*, *To Kill a Mockingbird*, *A Separate Peace*, and *A Lesson before Dying*. *Students should be able to read and write fluently and independently in order to be successful in this class.* Prerequisite: Earned honors in English 9: Honors Humanities. This class will be co-assigned with a 10<sup>th</sup> grade World & U.S. History Teacher. *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

## Grades 11-12

The BHS English Program offers students the opportunity to develop and demonstrate proficiency-based skills in listening, speaking, reading, writing, interpreting literature, and information processing. We recognize that students invest more in achieving these skills when they choose topics and classes that are personally meaningful. We have designed **an elective program for juniors and seniors** that reflects a wide range of opportunities for students and teachers alike. **Not all electives will be offered next year. Student sign-ups in February will help to identify which courses will be available in 2016-17.**

- Next year's juniors and seniors will choose a total of **4 semester-long courses** (2 each year) to fulfill English graduation requirements. With the exception of AP Language and Literature, which is a year-long elective for seniors, a student will take two semester-long classes per academic year.
- We offer courses with **challenging texts and writing assignments** that give students opportunities to read both traditional as well as more contemporary or alternative texts. Response to these works will include **instruction in writing as well as presentation skills** so that students can integrate knowledge and skills from other classes and interests. We intend that this elective program will interest and inspire our students to develop and renew a life-long involvement with reading and writing.

### **52120 Advanced Composition**

**0.5 Credit**

**Grades 11-12**

This course will provide students with numerous opportunities to improve and expand their writing skills. Students in this class learn to develop an awareness of language, to read with more critical understanding, and to develop an individual writing style. Students work with writing as a process, which involves prewriting, drafting, revision, and editing skills. Correct grammar and effective language are a focus of the course. Students read and analyze sample essays of narration, description, process analysis, comparison and contrast, division and classification, definition, cause and effect, and persuasion and argument. They then develop their own essays in these styles. As a group, students become members of a writing community where they openly share and discuss ideas, thoughts, and works. The main focus of this class is writing, but we will also be addressing standards and benchmarks of reading and writing, with an emphasis on writing clear, concise papers that reflect the proper use of the conventions of English. *Primary Graduate Expectations:* Effective Communication; Personal Development.

### **52140 American Cultures 1 (English) + 52340 (Social Studies) – Semester 1 0.5 + 0.5 Credit Grades 11-12**

### **52141 American Cultures 2 (English) + 52341 (Social Studies) – Semester 2 0.5 + 0.5 Credit**

This humanities course ties together American Literature, Art, Philosophy and History in a seminar-style class. The **course is divided into two semesters; students may take one semester or both. It will meet one block every day and earn both English credit and elective credit in History.** Each semester is dedicated to two themes. First semester will explore the themes of *Beliefs in America* and *Fears in America*. Second semester will explore the themes of *Civil War to Civil Rights* and *Is the American Dream Tarnished?* The theme for each quarter focuses on specific topics, but incorporates the historical context with literary historical development and conventions. While there will be class-wide readings and assignments, each student will choose a topic of study, and develop it into a student-conducted seminar. Texts under study will include but not be limited to such fiction as *Huckleberry Finn*, *Raisin in the Sun*, *Fahrenheit 451*, *Children's Hour*, *The Crucible*, *Scarlet Letter*, *The Great Gatsby*, *The Catcher in the Rye*, as well as assorted nonfiction essays and speeches including writings by Frederick Douglas, W.E.B. Dubois, Malcolm X, Cesar Chavez, Dee Brown, Helen Hunt Jackson, Elizabeth Cady Stanton and Betty Friedan. *Primary Graduate Expectations:* Effective Communication, Cross-Cultural Understanding and Civic Engagement.

### **52133 American Literature: The Early Years**

**0.5 Credit**

**Grades 11-12**

This course is an exploration of early American literature from the colonial era through the 19th century. Students will understand how the challenges and opportunities that faced this nation during its early years are reflected in the stories that come from this time period. Students learn to respond to language and literature with increasing skill and to develop further their ability to write in various forms. Students will explore the influence of early American writers and will develop an understanding of particular periods and significant recurring themes in American literature. Students will consider the techniques that writers use in works by authors that may include Mark Twain, Nathaniel Hawthorne, Henry David Thoreau, Walt Whitman, and others. *Primary Graduate Expectations:* Effective Communication; Personal Development.

### **52132 AP Literature and Language**

**1.0 Credit**

**Grade 12**

*Seniors Only:* This highly demanding *year-long course* is designed for students who want to expand their awareness of language, strengthen their critical reading of nonfiction and fiction, and further develop their writing style. To understand the power of the written word students will be reading and evaluating the works of established writers, while also writing and evaluating their own writing using the writing process of drafting, editing and revising. Students will be active readers as well as writers, engaging in thoughtful discussions about the role of the writer and the individual in an ever-changing world. This course is concerned with the individual's search for identity, embracing not just the issue of freedom, but also the problems of responsibility and commitment. Novels, short stories, poems and essays are used to examine the themes of fate and free will, illusion and reality, the nature of justice and the question of identity. While examining such themes, students will read critically to determine an author's purpose, audience, rhetorical strategies, and style and provide evidence of their understanding through class discussions and writings. Students should expect to read 150-250 pages per week and write one essay every two weeks. This course provides preparation for the AP examination in English Literature and Composition and the AP examination in English Language and Composition. Major works to be studied may include but are not limited to *Man's Search for Meaning*, *Slaughter-house Five*, *Crime and Punishment*, *Portrait of the Artist as a Young Man*, *One Flew Over the Cuckoo's Nest*, *Life of Pi*, *Things Falls Apart*, *The Stranger*, *Waiting for Godot*, *To The Lighthouse*, *Siddhartha* and *The Invisible Man*. Students taking this course are able to demonstrate the ability to do college level work by analyzing literature in depth and writing an essay of

analysis every two weeks. Completion of a summer assignment is required for enrollment in this course. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Personal Development; Effective Communication.

**52142 The Art of Mindfulness**

**0.5 Credit**

**Grades 11-12**

We will read and experience the ways that being mindful helps us to be creative. Mindfulness is a way to become more aware of who we are and what is going on around us. In this class, we will read classic texts, like the Tao de Ching, to understand one of the sources of mindfulness. We will read novels that feature characters who are mindful and notice what effect it has on their lives. We will read to understand the ways that we can use mindfulness in our own lives to become more creative and achieve our life goals. Students will learn mindfulness techniques; write about them in journals; and complete research about artists, scientists, politicians and others who use a mindful approach in their work. We will have daily mindfulness practices in addition to learning a variety of writing styles (the process of becoming mindful; the effects of mindfulness) to help us explore and understand the connection between mindfulness and a creative life. *Primary Graduate Expectations:* Creativity & Curiosity; Personal Development.

**52124 Broader World of Ideas I (First Semester)**

**0.5 Credit**

**Grade 12**

**52125 Broader World of Ideas II (Second Semester)**

**0.5 Credit**

*Broader World of Ideas* is a semester-long course that examines various media from paintings to novels, from music to movies. Students will actively engage with a vast spectrum of communications. They will also explore how we communicate with ourselves, (e.g., journals, free-writes). They will encounter a variety of printed media, including but not limited to books, plays, magazines, etc.; and electronic media, such as television, film, radio, and the Internet. Typically, they will read/view at least one Shakespeare play a semester, including but not limited to *Othello* and *King Lear* or renditions of the two. Students might also suggest readings, movies to view and discuss, poems to memorize or analyze, etc. Overall, *The Broader World of Ideas* seeks to cultivate life-long learners, reinforcing the human desire to explore the world around us and absorb what it has to offer. *Many students take both semesters of this class; semester credit is available, however, for fall or spring courses.* *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving.

**52122 Cinema Studies**

**0.5 Credit**

**Grades 11-12**

We will learn how to watch movies and understand why some movies are better than others. What makes a great movie? Cinema Studies gives us some of the tools to help watch a film and see more than what might be obvious. We'll learn about the ways that directors decide on the camera work, set and costume design, and editing to create either a masterpiece or a flop. We will watch a variety of films. We will watch movies by directors like Alfred Hitchcock and Wes Anderson to see how movies have influenced one another over time. We will also watch movies by directors like Spike Lee or Sophia Coppola to think about the impact movies have on our society. We will read movie reviews and use a college-level text book to research and present understanding of the elements of movies. We will learn how to write movie reviews, using writing strategies like compare and contrast essays. As a final project, each person will choose one film to study independently and complete an analysis of the movie's techniques and values. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52126 Contemporary Literature**

**0.5 Credit**

**Grade 11-12**

Contemporary Literature is a semester long course. Students explore modern ideas through the reading of contemporary texts: poetry, short story, novel, biography, and film. Students will focus on critical thinking, close reading, and creativity. Students will connect the form and function of the text. Students will gain a deeper understanding of the human condition in the modern era. As the class unfolds, students will drive the lines of inquiry and personalize forms of assessment. Students will keep a journal, share their writing and thinking, formally present their understanding, and design and teach a lesson. Units of study may include: the dystopian novel, memoirs of war, post-apocalyptic literature, and postmodern storytelling techniques. One unit offer students a choice of texts. Core texts may include but are not limited to *The Road*, *Memento*, and *Flight*. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity; Critical Thinking & Problem Solving.

**52123 Creative Writing Seminar**

**0.5 Credit**

**Grades 11-12**

How do we effectively craft and tell stories? This semester-long course is aimed at developing creative writing skills through composition, critique, and revision in an intensive workshop format. Students will explore writing as a process while also sharpening the ability to evaluate creative writings. Students will create short stories, poems, plays, and letters. As a class we will work toward understanding purposes and motives behind writing. The elements and techniques that go into an effective piece will be constantly analyzed and discussed so that students will perceive some of the various formulas authors use to create immortal, effective art. Students will post and publish work online and in print to reach a wide variety of audiences. *Primary Graduate Expectations:* Effective Communication, Curiosity & Creativity.

**52145 Culture of Place**

**0.5 Credit**

**Grades 11-12**

This semester course is an exploration of what it means to live well in place. It combines the fields of anthropology, sociology, social geography, and English. Through readings, films, and discussion, we will study topics as diverse as nature writing, government food policies, and urban design in an effort to unpack what it means to have a "sense of place." We will look toward both the natural and constructed landscape to see the role it plays in determining how we live and how we can use it to live "better." Some of the questions we will attempt to answer are: What is place? How does place determine how we live? What does it mean to live well in place? How can we live sustainably in place? Students must come with an open mind and a willingness to talk about their opinions of the topics we study. The directions this course takes are only limited by the imaginations and creativity of the students. *Required course* for seniors interested in the new Concentration in Place-Based

Sustainability Studies (page 11). *Graduate Expectations*: Cross-Cultural Understanding & Civic Engagement; Effective Communication.

**52144 Harlem Renaissance**

**0.5 Credit**

**Grades 11-12**

This course will explore the literature, visual art, and music of the Harlem Renaissance as an important artistic and socio-cultural moment in American history. This course will focus on literary texts, music, and the visual arts within the contexts of history, sociology, politics, and autobiography. Through our studies, we will explore the genesis and meaning of this exciting period, attempting to come to a deeper understanding of the movement and why the legacies of the Harlem Renaissance continue to influence American literature and culture today. We will respond to the works we study with academic essays and creative projects. *Primary Graduate Expectations*: Effective Communication; Curiosity & Creativity; Cross-Cultural Understanding & Civic Engagement.

**52147 Hip-Hop and Social Justice**

**0.5 Credit**

**Grades 11-12**

Hip-Hop and Social Justice is a class that celebrates hip-hop as great art and checks out how hip-hop, like other great art forms, uses art as a way to respond to society's greatest conflicts. We will study hip-hop culture from NYC in the 1970s to its evolution into a global force in the modern world, looking at some of the amazing poets, filmmakers, and visual artists that use hip-hop/rap to express themselves. More broadly, we will look at hip-hop through the lens of social justice and honor hip hop's unique ability to respond to society's greatest conflicts, such as racism and economic inequality. We will also look at how artists from other genres have used art to address social conflict. To broaden our thinking, we will read Toni Morrison's novel *The Bluest Eye*, assorted non-fiction, and listen to and think about TONS of great hip-hop, from the old (*The Sugar Hill Gang*) to the new (Kendrick Lamar). Students will participate in in-depth discussions, write original raps and poems, and write an analytical essay. Due to the explicit nature of some of our content, taking this course requires permission from a parent or guardian. *Primary Graduate Expectations*: Cross-Cultural Understanding & Civic Engagement; Effective Communication.

**52149 I-Lit: Guided Independent Study in English**

**0.5 Credit**

**Grades 11-12**

Do you love to read, but are tired of teachers telling you what to read? Then I-Lit is for you! I - Lit is a guided independent English class that allows students to choose the books they want to read and think about. This class is open to all juniors and seniors, and will be a good fit for well-organized self-starters who are itching and ready to be more independent in their learning. With support, you will craft your own reading list, maintain a reading log, dream up your own essay prompts, communicate about your learning path, and design your own projects. You will be challenged to read deeply, broadly, and critically, but what you read is up to you. Students may also choose to engage with films, music, podcasts, etc. Your work will be largely independent, but we'll actively build community through group activities, peer critique of our writing, frequent check-ins with peers and the instructor, and common ideas about how to analyze and personally connect to what we read. *Primary Graduate Expectations*: Personal Development; Effective Communication.

**52139 Introduction to African American Literature**

**0.5 Credit**

**Grades 11-12**

What are some of the ways in which African American writers use narrative to address, present, or question some common themes and topics? This introductory course provides a survey of African American literature beginning in the 1700's and ending in current times. Students will explore some of the common themes addressed in African American literature. Students will read and engage with poetry, short stories, essays, and novels written by African American writers as they look for how these texts relate, converse, revise, or depend upon each other. The class will be mainly focused on reading, discussing, and responding to poems and essays. As a result of class discussions, students will then select novels to read and study in reading groups or independently with guidance from the teacher. Students will read essays, poems, and novels written by writers such as Toni Morrison, James Baldwin, and Langston Hughes and then create responses to these texts through writing journals, essays, and creative projects. This is a rigorous course that assesses students' ability to proficiently read and analyze complex texts. Students will engage with African American literature as they improve their critical thinking, reading and writing skills. Prerequisite: Successful completion of 10th grade English. *Primary Graduate Expectations*: Personal Development, Cross-Cultural Understanding & Civic Engagement.

**52625 Journalism: BHS Register 1**

**1.0 Credit**

**Grades 10-12**

BHS Register is a course designed to support the production of the BHS News Magazine, *The Register*. Students in the BHS Register course will produce *The Register* using both print and digital platforms. Students will learn to: write, research, and edit news stories in both traditional print and through emerging digital platforms, including digital storytelling and social media. Cross-listed with Business. *Primary Graduate Expectations*: Critical Thinking & Problem Solving; Effective Communication.

**52626 Journalism: BHS Register 2**

**1.0 Credit**

**Grades 11-12**

**52627 Journalism: BHS Register 3**

BHS Register is a course designed to support the production of the BHS News Magazine, *The Register*. Students in this course will produce *The Register* using both print and digital platforms. Students will learn to: write, research, and edit news stories in both traditional print and through emerging digital platforms, including digital storytelling and social media. Students will also take leadership positions as editors and mentors for the Register I students. Students enrolled in this course will learn the various components necessary to running a business. *Only Journalism 2 counts for English credit; other credits are elective*. Cross-listed with Business. Prerequisite: Successful completion of BHS Register 1. *Primary Graduate Expectations*: Critical Thinking & Problem Solving; Effective Communication.

**52113 Modern American Literature (1900-Present)****0.5 credit****Grades 11-12**

This course is a survey of American literature beginning with the 20th century. Students will understand how the more recent challenges and opportunities that faced this nation are reflected in the stories that come from this time period. Students learn to respond to language and literature with increasing skill and to develop further their ability to write in various forms. Students will explore the influence of early American writers and will develop an understanding of particular periods and significant recurring themes in American literature. Students will consider the techniques that writers use in works by authors that may include F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck, Alice Walker, and others. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52129 Reading and Writing Poetry****0.5 Credit****Grades 11-12**

This elective course is designed to give students an in-depth look at both the reading and writing of poetry. Students will examine works by established poets from various movements and cultures throughout the ages. Students will study poetic language, symbolism and themes, as well as voice, style and purpose. Students will engage in reading, reciting and analyzing poetry, as well as creating their own original, poetic works, which will be first edited by a conference partner and then shared with the class upon completion. Proficiency in these areas will be assessed throughout the course. *Primary Graduate Expectations:* Effective Communication; Curiosity and Creativity; Civic Engagement & Cross-Cultural Understanding.

**52137 Semantics: Say What You Mean; Mean What You Say****0.5 credit****Grades 11-12**

Semantics explores reasons communicating with each other can be so challenging and how we can make it easier. Semantics is the study of meaning as it is represented through language. It particularly deals with how we know what we know, and how we frequently misunderstand or miscommunicate because of limitations of language. In this class, we will look at how language is used in literature, music and film, politics, and in our own lives and relationships. This course will help students understand that there can be a difference between what we say and what we mean, and what others say and what we hear. Students will express themselves with skill and diplomacy through projects, discussions, and writing activities and will have a lot of fun along the way! *Primary Graduate Expectations:* Personal Development; Effective Communication; Critical Thinking & Problem Solving.

**52121 Shakespeare: Alive and Well on Page, Stage, and Screen****0.5 Credit****Grades 11-12**

Shakespeare meant his plays to be watched, not read, but we now have the luxury to do both, and both we shall do. In class, we will read and view movie adaptations of these dramas, works that remain as alive and meaningful today as they were over 400 years ago. The we will take to the "stage" to act out scenes from Shakespeare's greatest plays, his funniest and most profound. Heck, we could even make a movie, so bring your Chromebook! We'll check out how Othello comes to life through a private-school basketball team; we'll watch action-movie hero Mel Gibson become Hamlet. Even The Simpsons take on Shakespeare. Star Trek? Where would Gene Roddenberry be without the Bard? The Lion King? Shakespeare. Deliver Us from Eva, with LL Cool J? Shakespeare. Strange Brew? Shakespeare. He has his hand in almost everything. Pull up a seat, grab some popcorn, and enjoy the show. We will have popcorn if the time is right. First and foremost, so I placed it last - these texts are awesome, so deal with it. You will gain so much for so little effort. You had better allow your mind to blown. *Primary Graduate Expectations:* Effective Communication; Curiosity and Creativity.

**52130 Speech/Communication: Theory and Practice****0.5 credit****Grades 11-12**

Speech class will help students to become better, more effective, and more confident public speakers. This class offers students the opportunity to learn the fundamentals of formal speech and to study the basics of communication theory. The ability to communicate effectively is essential in a society where the exchange of information plays an increasing role in both academics and the workplace. Students will study and practice the intricacies of effective speech. We will study "great" speeches from history and literature, and we will watch movies and videos that give examples of excellent--and not-so-excellent--public speaking skills as an integral part of this course. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52143 Spotighting Justice****0.5 Credit****Grades 11-12**

Students will engage in dialogue about topics of race & ethnicity, gender & sexuality, socio-economic class, stereotypes, and social constructs and apply these discussions to the many social issues that surround them today. The course content will lay the foundation for a student directed, developed, and executed research project looking at a key injustice within our local community and creating an action plan. Students will explore a variety of texts and media examples that highlight these issues from a historical and current events perspective. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement; Critical Thinking and Problem Solving.

**52131 World Literature****0.5 Credit****Grades 11-12**

World Literature will give you a chance to find out how people from all over the world think about ideas like forgiveness, family, truth and other philosophical ideas. We will read books by authors from around the world, such as Chimamanda Ngozi Adiche. We will watch films by international filmmakers like Yasujiro Ozu and Sally Potter and notice the ways that movies can help us understand different cultures. We will learn presentation techniques; participate in guided discussions; and write journals, formal essays (definition, personal narrative and persuasive essays) and some creative writing (short stories or poems). A final project will allow you to create a presentation and display of the ways you impact the world and the way the world impacts you. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement; Effective Communication.