

ENGLISH DEPARTMENT

Overview

Language:

Students learn about the evolution of the English language, and they develop an awareness of the living and changing nature of our language. They study vocabulary, grammar, and usage primarily in the real contexts of their reading and writing. The progressive nature of the courses aims to expose students to increasingly sophisticated uses of language.

Literature:

Developing the ability to read literature with understanding is the chief aim of instruction. In the 9th grade, the basic techniques of analyzing literature are taught. Each year, more of these analytical tools are employed in the study of increasingly complex literature. While familiarity with the important literary works is a result of this instruction, the main goal is to enable students to read with appreciation and enjoyment throughout their lives. Consequently, provision is made for individual interests and abilities.

Composition:

Instruction in writing aims to help students achieve the following goals: awareness of task and audience; articulation of a thesis or controlling idea; organization and development of the idea in an appropriate form; originality, depth and soundness of thought; correctness, clarity, and felicity of expression; familiarity with various types of writing, and pride of authorship. Students will write frequently and develop their writing skills using a process approach that takes them through two or more drafts to a finished piece of writing. In addition, they will learn to revise in response to teacher and peer suggestions and corrections. Students are encouraged to confer regularly with their teachers about their progress in writing.

Speaking and Listening:

The ability to speak informatively, cogently, entertainingly, and easily to others is an important goal of English instruction. Equally important is the ability to listen with attention, comprehension, and appreciation. Class discussions, group presentations, and formal and informal speeches are some of the activities used to develop these interrelated skills.

Research:

Students at each grade level will participate in formal research activities in the Library Media Center using various databases as well as other resources. The goals of these activities are to further develop their ability to use technology effectively and to help them become independent users of information.

| <u>COURSE</u> | <u>COURSE LENGTH</u> | <u>CREDIT</u> | <u>WEIGHT</u> |
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| <u>ENGLISH 9RP (0105) 9R (0107) 9H (0106)</u> | year | 1 | 1.0/1.0/1.05 |
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Freshman English is an examination of literature from around the world. Students will study themes and technical construction of various genres of literature, including but not limited to: novels, plays, short stories, poems, and autobiographies. In addition to the study of literature, the curriculum focuses on composition, featuring a variety of forms including expository essays, narrative essays, creative writing, research writing, and journal writing. Throughout the writing process, students will be expected to master a number of grammatical rules. In addition, students will begin to obtain the skills necessary to be successful on the New York State Comprehensive Examination in English.

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| <u>ENGLISH 10RP (0111) 10R (0104) 10H (0112)</u> | year | 1 | 1.0/1.0/1.05 |
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Sophomore English is a continuation of the examination of literature from around the world. Students will participate in a more in-depth study of themes, the technical construction of various genres of literature, and composition. Students will be expected to gain greater command of grammatical rules as their writing instruction becomes more sophisticated. Students will continue to develop the skills necessary to be successful on the New York State Comprehensive Examination in English.

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| <u>ENGLISH 11R (0120) RP (0124)</u> | year | 1 | 1.0 |
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English 11R is the culmination of study begun in the middle school and finalizes students' preparation for the New York State Comprehensive Examination in English. American literature is organized within thematic units and emphasizes reading, writing, speaking, and listening at the commencement level of achievement.

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| <u>ENGLISH 11H* (0110)</u> | year | 1 | 1.05 |
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This course will cover the same curriculum as English 11R but with greater emphasis on the critical analysis of complicated literary works. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11R.

* See Honors criteria on Page 5

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| <u>HUMANITIES 11 ADVANCED PLACEMENT LITERATURE AND COMPOSITION (0117)</u> | year | 1 | 1.15 |
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AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. **This interdisciplinary program integrates the U.S. History Advanced Placement curriculum (see course 0220) with that of Advanced Placement 11th grade English and provides students with an opportunity to work within the disciplines of English, social studies, music, and art.** Emphasis is placed on the student's ability to challenge ideas and incorporate the codes and conventions of difficult texts into his or her thinking. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11H. Students are expected to take the AP examination in U.S. History, the AP examination in Literature and Composition, as well as the New York State Regents examinations in English and social studies.

PREREQUISITE: English 10H and Social Studies 10H *plus* teacher recommendation. This course *must be taken with Advanced Placement American History Humanities (0220).*

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| <u>COURSE</u> | <u>COURSE LENGTH</u> | <u>CREDIT</u> | <u>WEIGHT</u> |
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ENGLISH 11 ADVANCED PLACEMENT

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| <u>LITERATURE AND COMPOSITION (0179)</u> | year | 1 | 1.15 |
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AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on the student’s ability to challenge ideas and incorporate the codes and conventions of difficult texts into his or her thinking. Students read increasingly difficult literature and write with more stylistic sophistication than in English 11H. Students are expected to take the AP examination in Literature and Composition in May, as well as the New York State Regents examination in English.

PREREQUISITE: English 10H and Social Studies 10H *plus* teacher recommendation.

Note: *All students must take a year of English in the 12th grade, regardless of the amount of English completed in Grades 9-11. All Honors students in the 12th grade must take English 12AP, World Literature 12, or SUPA (WRT 105 and ETS 142). (See Honors/Advanced Placement Eligibility Criteria on page 5.) All 12th grade RP and R students must take either Writers’ Workshop or Literature and Advanced Writing and a ½ year elective.*

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| <u>LITERATURE & ADVANCED WRITING (0148)</u> | sem | ½ | 1.0 |
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Registrants for this class will examine various college application forms and learn writing techniques and strategies to accomplish the writing tasks for college applications and for college writing courses. The objectives are: to extend a student’s skill in controlling the structure of the essay form; to provide students with opportunities to explore and improve the techniques of personal essay writing; to help students distinguish and interpret the narrative and non-narrative elements in the writing of a personal essay; to develop further students’ ability to describe, analyze and evaluate the essay form; to develop further student’s ability to use and distinguish methods of peer critiques; to emulate stylistic devices of various authors from literature read; to familiarize students with the makings of effective creative writing and to acquaint students with the requirements of college composition courses. Required for 12th grade.

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| <u>WRITERS’ WORKSHOP (0150)</u> | sem | ½ | 1.0 |
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Students who have been identified as needing intensive instruction in order to succeed with writing tasks such as college screening examinations are scheduled for small group instruction in writing. After an analysis of writing, students will receive instruction in areas of need, e.g. meaning, development, organization, language use, and conventions. Required for 12th grade.

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| <u>ENGLISH 12 ADVANCED PLACEMENT – LANGUAGE AND COMPOSITION (0182)</u> | year | 1 | 1.15 |
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The overall goal of this course is to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading will make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will read increasingly complex texts with understanding and write with sufficient richness and complexity to communicate with mature readers. Students are expected to take the AP Examination in Language and Composition in May. Registration requires teacher recommendation.

PREREQUISITE: Humanities 11AP or English 11H *plus* teacher recommendation.

COURSE

COURSE LENGTH

CREDIT

WEIGHT

WORLD LITERATURE 12H (0127)

year

1

1.05

Students in this full-year course examine and analyze challenging and diverse literature from ancient Greeks to modern Europeans. Units of study are designed to challenge students to consider and explore literary themes across cultural lines/boundaries. This writing-intensive course involves work on personal essays, literary criticism, and a major author research paper and presentations.

PREREQUISITE: 11H or 11AP – Open to 11R with teacher recommendation.

**COURSE DESCRIPTIONS FOR
SYRACUSE UNIVERSITY PROJECT ADVANCE
AT WEST ISLIP HIGH SCHOOL**

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Control of the academic aspects of PROJECT ADVANCE courses, including course syllabi, textbooks, kinds of assignments, grading practices, and like matters, resides with the university faculty. *A student tuition cost of \$330 for each three-credit course is required.* Students are expected to adhere to all the policies and procedures set forth by Syracuse University.

NOTE: *In order to participate in PROJECT ADVANCE, students must enroll in both WRT 105 and ETS 142.*

The benefits of participating in Project Advance include the following:

- A high proportion of students (approximately 9 in 10) have reported receiving recognition for the SU courses in the form of transfer of credit hours, fulfillment of general education or major program requirements, placement in more advanced courses, or some combination of these.
- For students who enroll at Syracuse University, the credits (and grades) they earn automatically become part of their records as SU students.
- The tuition rate for courses taken through SUPA is approximately 25% of what it would cost to take the same course as a part-time student on the Syracuse University campus.
- Study in university courses helps to sharpen students' skills for full-time college study and gives them a realistic expectation of the academic demands of college life.

| <u>COURSE</u> | <u>COURSE LENGTH</u> | <u>CREDIT</u> | <u>WEIGHT</u> |
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WRT 105 – PRACTICES OF ACADEMIC WRITING (0180)

sem

WIHS ½
SU 3

1.15

(Concurrent Enrollment Model)

Academic Writing is the first of a series of writing courses, that, along with other resources, comprises the Writing Program at Syracuse University. In this first studio, particular attention is paid to writing as a means of learning and of encouraging active analytical engagement. Students also learn to write supported arguments using appropriate conventions of documentation. Learning how to write formal academic analysis and argument begins with learning how to think reflectively (and communally) in various kinds of informal written modes, such as reading logs, class correspondences, and response papers. Academic Writing gives students intensive practice in writing understood as a process: formal papers go through multiple-drafting, reader response of some kind, revision and editing. Students are asked to participate in collaborative methods, such as peer workshops and group projects. Students read from an illustrative range of complex texts, drawn from various disciplines and genres, not only to understand the ideas in the texts, but also to respond, refine, or refute those ideas. Strategies such as annotation, summary, paraphrase, and log entries show students how writing can become a means for reading more flexibly, deeply, and critically – and a way of defining one’s self in relation to the ideas and words of others. By responding to each other’s writing and by doing copy-editing, students practice good writing and learn how it is accomplished within the genres and conventions of particular discourse communities.

PREREQUISITE: Students must:

- be seniors in high school with an average of B+ or higher
- have participated in rigorous honors or advanced placement courses
- have earned at least 93 in higher level English courses

Note: Students may be subject to a writing review.

ETS 142 – Narratives of Culture: Introduction to Issues of Critical Reading (0181)

sem

WIHS ½
SU 3

1.15

(Concurrent Enrollment Model)

This freshman course introduces students to the complex and significant issues at stake when we read a text of culture. Students study texts of the culture around them ranging from advertisements to paintings; from television programs to plays and theatrical pieces; from poetry to political speeches; from song lyrics to contemporary and canonical novels. Students learn that ideas about language, subjectivity, representation and culture itself often intersect in lively debates that cross time and disciplinary boundaries. Students examine how language and meaning interrelate, and how the subject position of a character in a story, the author, or even the reader influences the meaning the reader makes of a text. Students look at the historical situatedness of a text and determine how the text’s, the author’s and even the reader’s place in history influences the meaning that is made. Students investigate how power works among the characters in texts and the effects of power relationships in the society producing and consuming those texts. By the end of the course, the students will appreciate what is at stake when we read, how interpretive practice is shaped, and how we make meaning in our culture.

PREREQUISITE: Students must:

- be seniors in high school with an average of B+ or higher
- have participated in rigorous honors or advanced placement courses
- have earned at least 93 in higher level English courses
- have completed SYRACUSE UNIVERSITY PROJECT ADVANCE: WRT 105

ENGLISH DEPARTMENT ELECTIVES

| <u>COURSE</u> | <u>COURSE LENGTH</u> | <u>CREDIT</u> | <u>WEIGHT</u> |
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| <u>ADVANCED WORD POWER (0172)</u> | year | 1 | 1.0 |
| This course is designed to assist students in enhancing their vocabulary and grammar skills. The advanced study of etymology, which includes the study of Latin & Greek words, coupled with an intense focus on grammatical dexterity, provides a foundation for lifelong language development. Students will also receive instruction in advanced composition, working towards mastery in writing skills. Grades 10 thru 12 | | | |
| <u>CREATIVE WRITING (0184)</u> | sem | ½ | 1.0 |
| This elective is an advanced writing course for students who wish to gain or extend their experience as a writer. Creative Writing provides an opportunity for students to create original, imaginative writing based on the study of models from observation, experience, and literature. Students will work on descriptive, narrative, and persuasive prose as well as dialogue and poetry. Student writing will be shared with the class and will be evaluated by both the instructor and peers. The course will be conducted in a workshop format; most class periods will be devoted to writing and ongoing conferences. Writers will be encouraged to submit work to contests and publications. Grades 11 and 12 | | | |
| <u>JOURNALISM I (0183)</u> | sem | ½ | 1.0 |
| This elective course will provide a general introduction to journalism, focusing on the history of journalism, trends in journalism, news writing, design and layout, and publishing. This course will develop the communication skills and specialized writing techniques needed by journalists. Students will learn and employ interviewing techniques as they gather, write, and report the news. In addition, students will write for a variety of purposes as they explore the different genres of a newspaper, such as sports, editorials, advice, local news, feature stories, advertising, and entertainment. Students will contribute to <i>Paw Prints</i> , West Islip High School's newspaper. Open to all students grades 9-12. Students <u>must</u> possess strong writing skills to be successful in this course. | | | |
| <u>JOURNALISM II (0185)</u> | sem | ½ | 1.0 |
| This elective course is designed to be a practical laboratory of the newspaper production process, culminating in the class members assuming responsibility for the publication of the school newspaper. It focuses on journalistic writing, photography, design, and newspaper production. Students will write, edit and complete the layout for each edition of the school newspaper. Participating students will assume leadership roles as page and section editors. Students will make decisions about copy, style, design, deadlines, assignments, and fundraising. Open to students in grades 10-12 who have demonstrated a profound interest in writing beyond the standard English curriculum, have strong writing skills, and have completed Journalism I. | | | |
| <u>MYTHOLOGY (0136)</u> | sem | ½ | 1.0 |
| Mythology is designed to bring to students, through a thematic approach, a concept of the role played by <i>Greek</i> and <i>Roman</i> mythologies in shaping civilization from the era of ancient Greece to the present. This course will help students to understand the many influences of ancient mythology upon modern day life. Grades 10-12. | | | |
| <u>SOCIAL ISSUES IN CONTEMPORARY LITERATURE (0165)</u> | sem | ½ | 1.0 |
| Students read, question, and discuss social issues such as racism, sexism, societal violence, drug addiction and alcoholism in the context of contemporary novels, short stories and poetry. Grade 12. | | | |

| <u>COURSE</u> | <u>COURSE LENGTH</u> | <u>CREDIT</u> | <u>WEIGHT</u> |
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| <u>THEATER ARTS I (0170)</u> Students are offered the opportunity to explore and learn all aspects of the theatrical experience. Subject content material will include production skills, acting, directing, and technical skills. The culminating project will be acting, directing, and producing a one-act play. This workshop course is an active learning environment. Grades 10-12. | sem | ½ | 1.0 |
| <u>THEATER ARTS II (0171)</u> Theatre Arts II examines more closely the aspects of theatre and production that are addressed in Theatre Arts I. Additional units may include play analysis, musical theatre, and careers in theatre. Grades 10-12. <u>PREREQUISITE:</u> Theatre Arts I | sem | ½ | 1.0 |
| <u>PUBLIC SPEAKING, DRAMA, AND DEBATE (0166)</u> The focus is the various aspects of public speaking, employing oral presentations of narrative, persuasive, and expository styles. Debate will focus on adherence to form, thorough written research, objectivity, and the ability to present both sides of an issue. A unit on theater will include dramatic monologues, dialogue, body language, projection, emotion conveyance, and extemporaneous speaking. Grades 10-12. | sem | ½ | 1.0 |
| <u>SPORTS IN LITERATURE (0168)</u> This course is designed for students interested in examining life, society, and society's opinion on such issues as racism, commitment, competition, politics, gambling, drugs, injury, and authority through the medium of sports. Grade 12. | sem | ½ | 1.0 |
| <u>SHORT STORIES (0174)</u> This half-year course is designed to allow students to read, analyze, compare, contrast, and discuss a variety of short stories. In addition to reading short stories, students will also write short stories in a range of genres, e.g. narrative, adventure, mystery, humorous, science fiction, and/or personal memory. Grades 10-12. | sem | ½ | 1.0 |
| <u>SHAKESPEARE AND PERFORMANCE (0175)</u> This course is designed to provide students with an in-depth examination of several Shakespearean plays through the use of performance. This interactive approach will bring life to a variety of The Bard's tragedies and comedies. Students will view, perform, critique, and compare different Shakespearean interpretations. Grades 10-12. | sem | ½ | 1.0 |
| <u>FILM STUDIES (0176)</u> Film Studies examines the different genres of film including comedy, drama, suspense, and horror. Discussion will focus on the film techniques (camera angle, lighting, editing) and methods of critical analysis (shot, mis en scene). Students will use this foundation to analyze and create their own short films. Grades 10-12. | sem | ½ | 1.0 |
| <u>VOICES IN LITERATURE (0177)</u> The students enrolled in this class will analyze the differences and similarities in both the writing and attitude of female and male authors, both past and present. Students will listen to and read pamphlets, speeches, essays, poems, and novels. They will use these works to analyze the varying perspectives. Grades 10-12. | sem | ½ | 1.0 |