

# COLUMBUS CITY SCHOOLS-ENGLISH COURSE DESCRIPTIONS

## GRADES 9-12

### ENGLISH CREDIT COURSES

<b>920010</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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This is the standard course intended for 9th grade regular education students taught by a regular education teacher. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

**(Other Versions of 920010 ENGLISH 9)**

<b>920010B</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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Block Schedule

<b>920010D</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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To be used at CCS DIGITAL ACADEMY ONLY

<b>920010E</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>Special Education</b>
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Special Education

<b>920010EB</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>Special Education</b>
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Special Education; Block Schedule

<b>920010F</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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Credit Flex

<b>920010L</b>	<b>ENGLISH 9</b>	<b>51905</b>	<b>ESL</b>
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ESL

<b>920010LB</b>	<b>ENGLISH 9</b>	<b>51905</b>	<b>ESL</b>
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ESL, Block Schedule

<b>920010M</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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Mastery/Compacted. This is a part 2 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary.

<b>920010R</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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Credit Recovery

<b>920010S</b>	<b>ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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Summer School

<b>920010V</b>	<b>VCAP ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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VCAP

<b>922020</b>	<b>HUMANITIES: ENGLISH 9</b>	<b>50160</b>	<b>English</b>
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The purpose of this course is to study world history, literature, and culture in a thematic and historical context. Each major world event/movement from the 1700s to the present (Enlightenment, Industrialization, Romanticism, Imperialism, Realism, World Wars, Modernism, Cold War, Postmodernism, Globalism, and the Information Age) will link world studies topics with major and minor literary works. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 9-10 (reading,

writing, speaking and listening, and language), Literacy in History/Social Studies 9-10 (reading and writing), and Social Studies (Modern World history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis. Their textual analyses of both literary and informational texts will include, but are not limited to, literary comparison (works, forms, and genres), impact of diction, non-US texts, selected US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, vocabulary acquisition, relationship of part to whole, relationship of ideas, and relationship of source material to created text. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. The course is taught using an interdisciplinary approach with faculty collaboration and/or team teaching where students have a correlating Humanities: World History 9 course.

**(Other Versions of 922020 HUMANITIES: ENGLISH 9)**

**922020B HUMANITIES: ENGLISH 9 50160 English**  
Block Schedule

**922030 HONORS ENGLISH 9 50160 English**

This course is weighted. It is intended for 9th grade regular and gifted education students and can be taught by a regular or gifted education teacher. Students will use foundational and genre-based lessons to learn and hone skills for active and close reading of classic, contemporary, literary, informational, and visual texts representing diverse cultures and viewpoints; making claims and writing thesis statements; analyzing/evaluating sources and presenting evidence; writing arguments, expositions, and narratives using sources; writing analyses of arguments, expositions, narratives, poetry, fiction, and drama using textual citations; understanding elements of fiction, poetry, drama, mythology, argument, exposition, and narrative; and engaging in academic speaking and listening (formal and informal). Students will read and discuss daily, and write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent writings for a range of tasks, purposes, and audiences using varied technologies. Student learning targets are aligned to Ohio's Learning Standards for ELA Grades 9-10 and Pre-AP 1 Big Ideas and Enduring Understandings.

**(Other Version of 922030 HONORS ENGLISH 9)**

**922030B HONORS ENGLISH 9 50160 English**  
Block Schedule

**929910 ENGLISH 8/9 50160 English**

This is a part 2 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn and hone techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, non-US literature, seminal US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, diction, vocabulary acquisition, relationship of part to whole,

relationship of ideas, relationship of source material to created text, and comparison of forms and genres. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8, English Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 8 and 9-10 (reading and writing) as set forth by the Ohio's Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice. (SEE ALSO 920010M ENGLISH 950160 English)

**(Other Version of 929910 ENGLISH 8/9)**

**929910G ENGLISH 8/9 50156 English**  
 Gifted Education

**920020 ENGLISH 10 50170 English**

This is the standard course intended for 10th grade regular education students taught by a regular education teacher. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

**(Other Versions of 920020 ENGLISH 10)**

**920020B ENGLISH 10 50170 English**  
 Block Schedule

**920020D ENGLISH 10 50170 English**  
 To be used at CCS DIGITAL ACADEMY ONLY

**920020E ENGLISH 10 50170 Special Education**  
 Special Education

**920020EB ENGLISH 10 50170 Special Education**  
 Special Education; Block Schedule

**920020F ENGLISH 10 50170 English**  
 Credit Flex

**920020L ENGLISH 10 51905 ESL**  
 ESL

**920020LB ENGLISH 10 51905 ESL**  
 ESL, Block Schedule

**920020R ENGLISH 10 50170 English**  
 Credit Recovery

**920020S ENGLISH 10 50170 English**  
 Summer School

**920020V VCAP ENGLISH 10 50170 English**  
 VCAP

**922000                      HUMANITIES: ENGLISH 10                      50170                      English**

This course examines the history, literature, and culture of the United States of America from 1877 to the present. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 9-10 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 9-10 (reading and writing), and Social Studies (American history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis. Their textual analyses of both literary and informational texts will include, but are not limited to, literary comparison (works, forms, and genres), impact of diction, seminal US literature/documents (primary and secondary), selected non-US literature, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, vocabulary acquisition, relationship of part to whole, relationship of ideas, and relationship of source material to created text. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. The course is taught using an interdisciplinary approach with faculty collaboration and/or team teaching where students have a correlating Humanities: American History 10 course.

**(Other Versions of 922000 HUMANITIES: ENGLISH 10)**

**922000B                      HUMANITIES: ENGLISH 10                      50170                      English**  
Block Schedule

**922040                      HONORS ENGLISH 10                      50170                      English**

This course is weighted. It is intended for 10th grade regular and gifted education students and can be taught by a regular or gifted education teacher. Students will use foundational lessons to learn and hone skills for close reading, academic speaking, analysis (literary, rhetorical, argument), and synthesis. Students will apply those skills to thematic groupings of classic, contemporary, literary, informational, and visual texts representing diverse cultures and viewpoints. Workshops for reading will be employed to learn and practice skills for analyzing view point, figurative language, character, theme, argument by analogy, irony, diction, and tone. Workshops for writing will help students practice using sources for synthesis and composing for rhetorical analysis, prose analysis, argument, synthesis argument, personal narrative, and interpretation of character and theme. Students will read and discuss daily, and write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent writings for a range of tasks, purposes, and audiences using varied technologies. Student learning targets are aligned to Ohio's Learning Standards for ELA Grades 9-10 and Pre-AP 2 Big Ideas and Enduring Understandings.

**(Other Version of 922040 HONORS ENGLISH 10)**

**922040B                      HONORS ENGLISH 10                      50170                      English**  
Block Schedule

<b>920030</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>English</b>
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This is the standard course intended for 11<sup>th</sup> grade regular education students taught by a regular education teacher. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

**(Other Versions of 920030 ENGLISH 11)**

<b>920030B</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>English</b>
Block Schedule			
<b>920030D</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>English</b>
To be used at CCS DIGITAL ACADEMY ONLY			
<b>920030E</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>Special Education</b>
Special Education			
<b>920030EB</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>Special Education</b>
Special Education; Block Schedule			
<b>920030F</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>English</b>
Credit Flex			
<b>920030L</b>	<b>ENGLISH 11</b>	<b>51905</b>	<b>ESL</b>
ESL			
<b>920030LB</b>	<b>ENGLISH 11</b>	<b>51905</b>	<b>ESL</b>
ESL, Block Schedule			
<b>920030R</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>English</b>
Credit Recovery			
<b>920030S</b>	<b>ENGLISH 11</b>	<b>50180</b>	<b>English</b>
Summer School			
<b>920030V</b>	<b>VCAP ENGLISH 11</b>	<b>50180</b>	<b>English</b>
VCAP			

<b>925000 AP ENGLISH LANGUAGE &amp; COMPOSITION</b>	<b>50190</b>	<b>English</b>
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This course is for regular and gifted students in Grade 11, but may be used in Grade 12. It is a weighted course. Advanced Placement English Language and Composition engages students in becoming close readers of complex texts written in a variety of rhetorical contexts, and in becoming skilled writers who move beyond such programmatic responses as the five-paragraph essay to compose prose of sufficient richness and complexity to communicate effectively with mature readers. Students will study classical rhetoric and elements of effective language (syntax, diction, and stylistic devices), and learn to identify, analyze, synthesize, and evaluate these elements of rhetoric in various works and in their own writing. Students will enhance critical thinking and communication skills, and improve composition skills by experimenting with purpose, mode, and stylistic devices in their own writing. Broad student learning targets for this course are set forth by College Board (AP English Language and Composition: The Course). This course is the equivalent of an introductory college course and may result in college credit depending on the student's score on the required Advanced Placement Examination. Prerequisite: Potential students should enjoy reading and writing and be proficient, if not

advanced, in this area of study. Students should show evidence of high achievement, motivation, and maturity. The school will determine specific evidence requirements.

**(Other Versions of 925000 AP ENGLISH LANGUAGE AND COMPOSITION)**

**925000B AP ENGLISH LANGUAGE AND COMPOSITION 50190 English**  
Block Schedule

**925000D AP ENGLISH LANGUAGE AND COMPOSITION 50190 English**  
To be used at CCS DIGITAL ACADEMY ONLY

**924530 IB ENGLISH A LITERATURE SL 11 320200 English**

IB English SL 11 Prerequisites: Humanities English 9 or Humanities English 10 and Junior status. Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, this course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. The model is the same for SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. • Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions. In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL. This is a two-year course. Students take the IB examination at the end of Grade 12.

**924570 IB ENGLISH A LITERATURE HL 11 320200 English**

The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The model is the same for SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. • Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions. In addition, the external

assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL. This is a two-year course. Students take the IB examination at the end of Grade 12.

**(Other Version of 924570 IB ENGLISH A LITERATURE HL 11)**

**924570B IB ENGLISH A LITERATURE HL 11 320200 English**

Block Schedule

**223310 KAP ENGLISH LIT & LANG 50190 English**

Grades 11-12. Weighted. KAP English in association with Kenyon College has two main purposes: • to develop accurate, perceptive reading through close study of major texts representing various literary genres from different literary periods as well as varied gender and cultural perspectives; • to develop fluent, precise writing through preparation of twelve to sixteen typed papers, most addressing the texts studied. This program not only permits students to earn college placement and credit before leaving high school, but also imitates as closely as possible a college environment through the nature and scope of the readings, through the writing assignments, and by conducting the class as a seminar. This course may be combined with Writer's Seminar. Prerequisite: Students need an application and/or recommendation from the teacher.

**923500 AFRICAN AMERICAN LITERATURE 50300 English**

Grades 11-12. Students will rigorously engage in close reading, writing, textual citation, critical discussion, and careful analysis of literature produced by African American writers from 1750s (Phillis Wheatley) through today. Each major work is studied critically and textually in its historical, social, philosophical, biographical, and canonical contexts, as a symptom of cultural change and in relation to developing a cultural identity. Students will write routinely using standard English over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce a variety of clear, coherent writings (narrative story, narrative description, argument, analysis, informational/explanatory, reflection, description, research, criticism, explication, poetry) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

**(Other Version of 923500 AFRICAN AMERICAN LITERATURE)**

**923500B AFRICAN AMERICAN LITERATURE 50300 English**

Block Schedule

<b>920040</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>English</b>
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This is the standard course intended for 12th grade regular education students taught by a regular education teacher. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

**(Other Versions of 920040 ENGLISH 12)**

<b>920040B</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>English</b>
Block Schedule			
<b>920040D</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>English</b>
To be used at CCS DIGITAL ACADEMY ONLY			
<b>920040E</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>Special Education</b>
Special Education			
<b>920040EB</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>Special Education</b>
Special Education; Block Schedule			
<b>920040F</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>English</b>
Credit Flex			
<b>920040L</b>	<b>ENGLISH 12</b>	<b>51905</b>	<b>ESL</b>
ESL			
<b>920040LB</b>	<b>ENGLISH 12</b>	<b>51905</b>	<b>ESL</b>
ESL, Block Schedule			
<b>920040R</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>English</b>
Credit Recovery			
<b>920040S</b>	<b>ENGLISH 12</b>	<b>50190</b>	<b>English</b>
Summer School			
<b>920040V</b>	<b>VCAP ENGLISH 12</b>	<b>50190</b>	<b>English</b>
VCAP			

**925010 AP ENGLISH LITERATURE & COMPOSITION 50190 English**

This course is for regular and gifted students in Grade 12, but may be used at Grade 11. It is a weighted course. Advanced Placement English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature, particularly those of recognized literary merit from various genres, cultures, and periods. Students will use close reading, critical questioning, thoughtful discussion, and analytical writing to deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will identify, analyze, and evaluate a text's structure, style, and themes as well as smaller-scale elements and devices such as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays that increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Broad student learning targets for this course are set forth by College Board (AP English Literature and Composition: The Course). This course is the equivalent of an introductory college course and may result in college credit depending on the student's score on the required Advanced Placement Examination. Prerequisite: Potential students should enjoy reading and



writing and be proficient, if not advanced, in this area of study. Students should show evidence of high achievement, motivation, and maturity. The school will determine specific evidence requirements.

**(Other Versions of 925010 AP ENGLISH LITERATURE AND COMPOSITION)**

**925010B AP ENGLISH LITERATURE AND COMPOSITION 50190 English**

Block Schedule

**925010D AP ENGLISH LITERATURE AND COMPOSITION 50190 English**

To be used at CCS DIGITAL ACADEMY ONLY

**923510 MAJOR BRITISH WRITERS SEMINAR 50190 English**

Grade 12. Students will rigorously engage in close reading, writing, textual citation, critical discussion, and careful analysis of literature produced by English writers from *Beowulf* to the end of the Victorian Era. Each major work is studied critically and textually in its historical, social, philosophical, biographical, and canonical contexts, as a symptom of cultural change. Students will write routinely using standard English over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce a variety of clear, coherent writings (narrative story, narrative description, argument, analysis, informational/explanatory, reflection, description, research, criticism, explication, poetry) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

**(Other Version of 923510 MAJOR BRITISH WRITERS SEMINAR)**

**923510B MAJOR BRITISH WRITERS SEMINAR 50190 English**

Block Schedule

**223310 KAP ENGLISH LIT & LANG 50190 English**

Grades 11-12. Weighted. KAP English in association with Kenyon College has two main purposes: • to develop accurate, perceptive reading through close study of major texts representing various literary genres from different literary periods as well as varied gender and cultural perspectives; • to develop fluent, precise writing through preparation of twelve to sixteen typed papers, most addressing the texts studied. This program not only permits students to earn college placement and credit before leaving high school, but also imitates as closely as possible a college environment through the nature and scope of the readings, through the writing assignments, and by conducting the class as a seminar. This course may be combined with Writer's Seminar. Prerequisite: Students need an application and/or recommendation from the teacher.

**923500 AFRICAN AMERICAN LITERATURE 50300 English**

Grades 11-12. Students will rigorously engage in close reading, writing, textual citation, critical discussion, and careful analysis of literature produced by African American writers from 1750s (Phillis Wheatley) through today. Each major work is studied critically and textually in its historical, social, philosophical, biographical, and canonical contexts, as a symptom of cultural change and in relation to developing a cultural identity. Students will write routinely using standard English over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce a variety of clear, coherent writings (narrative story, narrative description, argument, analysis, informational/explanatory, reflection, description, research, criticism, explication, poetry) for a range of tasks, purposes,

and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

**(Other Version of 923500 AFRICAN AMERICAN LITERATURE)**  
**923500B AFRICAN AMERICAN LITERATURE    50300 English**  
Block Schedule

**924540 IB ENGLISH A LITERATURE SL 12 320200 English**

IB English SL 12 Prerequisites: Humanities English 10 or English 11 and Junior status. Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. The model for language A: literature is the same as SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. • Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions. In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL. This is a two-year course. Students take the IB examination at the end of Grade 12.

**924580 IB ENGLISH A LITERATURE HL 12 320200 English**

Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. • Individual oral commentary—SL students present a

10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions. In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL. This is a two-year course. Students take the IB examination at the end of Grade 12.

**(Other Version of 924580 IB ENGLISH A LITERATURE HL 12)**  
**924580B IB ENGLISH A LITERATURE HL 12 320200 English**  
 Block Schedule

## **ELECTIVE CREDIT COURSES**

### **920505 SPEECH COMMUNICATION 50500 Elective**

Semester Course. Grades 11-12. The study of communication in this course will include, but is not limited to, the communication process, speaking to inform (expository and process), speaking to persuade, competition speaking (impromptu, extemporaneous), and debate. Students will read, discuss, and respond in writing and orally to the informational and literary texts and they will be developing and delivering numerous (10+) speeches and presentations. The goals of this course are to help students understand the communication process in formal settings; to educate students about the relationship between speech content, organization, purpose, style, audience, and delivery; to introduce and hone speechmaking skills through practice; and to provide students with an opportunity to research, plan, deliver, and critique speeches. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) set forth by Ohio's Learning Standards will align with student-learning objectives.

### **920515 SPEECH COMMUNICATION FORENSICS 50500 Elective**

Semester Course. Grades 11-12. The study of communication is designed to build upon experiences from SPEECH COMMUNICATION (920505), but can be taken without the 920505 course. This course will include, but is not limited to, the communication process, debate, speaking for special occasions (graduation, acceptance, after-dinner), oral interpretation (prose, poetry, dramatic, humorous), interviewing (college and career), group discussion (meeting, symposium, parliamentary procedure), and formal/informal theater (reader's theater, storytelling). Students will read, discuss, and respond in writing and orally to the informational and literary texts and they will be developing and delivering numerous (10+) speeches and presentations. The goals of this course are to help students understand the communication process in formal settings; to educate students about the relationship between speech content, organization, purpose, style, audience, and delivery; to introduce and hone speechmaking skills through practice; to provide students with an opportunity to research, plan, deliver, and critique speeches; and to get students interested in and/or competing in Forensics. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will align with student-learning objectives. This course may be used for the development of a speech (forensics) or debate team.

**921005 CREATIVE WRITING 50400 Elective**  
Semester Course-Repeatable. Grades 11-12. Students will engage in writing routines and protocols for creating journals, poems, narratives, fiction, short stories, plays, novels, etc., that allow for the exploration of voice, style, and language. Close reading of literary excerpts, novels, short stories, poems, instructive articles, etc. will be necessary to develop a sense of how to write creatively. Students will engage in the process of workshop, which includes pre-writing, multiple drafts, peer editing, and publishing. Students will produce numerous creative pieces. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives. Students who excel at this course may be recommended for Writers Seminar. This course may be used for production of a student literary magazine and could be useful for development of poetry slam teams.

**(Other Version of 921005 CREATIVE WRITING)**

**921005B CREATIVE WRITING 50400 Elective**

Block Schedule

**921005D CREATIVE WRITING 50400 Elective**

To be used at CCS DIGITAL ACADEMY ONLY

**921015 ENGLISH COMPOSITION 50400 Elective**  
This semester course is intended for 9<sup>th</sup> or 10<sup>th</sup> grade, regular education students, taught by a regular education teacher. This writing class will introduce high school students to the formal writing process (planning, revising, editing, rewriting, or trying a new approach) as well as six major types of writing (1. Express and Reflect; 2. Inform and Explain; 3. Evaluate and Judge; 4. Inquire and Explore; 5. Analyze and Interpret; 6. Take a Stand/Propose a Solution). It is modeled on *Write Like This* by Kelly Gallagher.

**921025 WRITERS SEMINAR 50400 Elective**  
Semester Course-Repeatable. This course is designed to rigorously improve student writing through the study of gifted writing models and the choices authors make. Students will participate in the following daily workshop activities: examining and discussing professional writing models, as well as pre-writing, multiple drafting, revising, editing, and publishing their own works. Students will engage in close reading of essays, memoirs, novels, short stories, poems, articles on writing, etc., to develop a sense of what constitutes great writing and how it is produced. Student learning targets for English 9-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives. This course is designed to provide writing opportunities for students who have demonstrated interest and proficiency in writing either in English 9-12 or Creative Writing. Prerequisite: Students need an application and/or recommendation from the teacher.

**921510 READING ENRICHMENT 50119 Elective**  
Grades 10-12. This course is designed to prepare students for **college entrance examinations** by improving and enriching their reading skills. Special focus will be placed on the critical and analytical demands of college course work. Class size will be kept small, with flexible individual and group instruction.

**(Other Version of 921510 READING ENRICHMENT)**

**921510B READING ENRICHMENT 50119 Elective**

Block Schedule

**921525 COLLEGE/CAREER READY LITERACY 50014 Elective**

Semester Course-Repeatable. Grades 9-12. This course is designed to aid any student reading two or more years below grade level in making gains toward college and career readiness. Students will engage in a systematic, specific, progressive, reading intervention program such as Achieve3000– or similar resource -- that uses adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Student learning targets are set forth by the specific program with alignment to Ohio's Learning Standards for English Language Arts. This course is repeatable.

**923525 WOMEN'S LITERATURE 050300 Elective**

Semester Course. Grades 9-12. Students will rigorously engage in reading, writing, textual citation, critical discussion, and careful analysis of literature produced by Women Writers from Ancient World through Today. Major and minor works are studied within their historical, social, philosophical, biographical, and literary contexts. Student learning targets for English 9-10 or 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 9-10 or 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

**923535 SHAKESPEARE'S LITERATURE 050300 Elective**

Semester Course. Grades 9-12. Students will rigorously engage in reading, writing, textual citation, critical discussion, and careful analysis of literature produced by Shakespeare (sonnets, histories, comedies, and tragedies). Shakespeare's plays and poems are studied within their historical, literary, and universal thematic contexts. Student learning targets for English 9-10 or 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 9-10 or 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

**925505 PUBLICATIONS IN JOURNALISM 300040 Elective/Technology**

Semester Course-Repeatable. Grades 9-12. Students in this course will be responsible for the publication of the high school newspaper or other journalistic medium (newsletter, vlog, blog, social media, etc.) This course is designed to teach all elements of newspaper or other media production. Students will participate in the entire program, which will include news writing, feature and opinion writing, in-depth reporting, editorial cartooning, editing, layout, design, and publishing. In addition, students will assist with financial management, media circulation, and other necessary supportive tasks. Students will adhere to professional journalistic standards and ethics. They will report news of interest and relevance to the school community as well as provide a forum for the expression of opinion within that community. Prerequisite: Students need an application and/or recommendation from the teacher.

**925515 PUBLICATIONS IN YEARBOOK 300040 Elective/Technology**

Semester Course-Repeatable. Grades 9-12 This course is designed to enable students to plan, design, and produce a successful yearbook. This course will include coverage of content, common layout and design applications, copy preparation procedures, theme development, and advertising and marketing techniques. Students will work as part of a team, meeting deadlines throughout the semester/year, and potentially into the summer. Consequently, a yearbook staff member must be responsible and self-motivated. Prerequisite: Students need an application and/or recommendation from the teacher.

**(Other Versions of 925515 PUBLICATIONS IN YEARBOOK)**

**925515F PUBLICATIONS IN YEARBOOK 300040 Elective**

Credit Flex

**929050 OST TEST PREP-ENGLISH 50014 Elective**

Grades 9-12. This full-year course is designed to prepare students for Ohio's State Tests in English Language Arts. Students will engage in computer-based and face-to-face individualized instruction as part of a data-driven curriculum. Student learning targets are aligned to Ohio's Learning Standards for English Language Arts 9-10. (Formerly AIR TEST PREP-ENGLISH)

**(Other Versions of 929050 OST TEST PREP-ENGLISH)**

**929055 OST TEST PREP-ENGLISH 50014**

**Elective**

Semester Course.

**929070 EOC EXAM-ENGLISH 10**

This course is **non-instructional, non-graded**, and is not reported through EMIS. Its purpose is to roster students and take attendance for those who are taking an end-of-course exam over the summer. (Summer Institute)