

COLUMBUS CITY SCHOOLS-ENGLISH LANGUAGE ARTS-COURSE DESCRIPTIONS
GRADES 9-12

920010	ENGLISH 9	50160	English
<p>This course is intended for 9th grade, regular education students, taught by a regular education teacher. This is the standard course for 9th grade English taught across the district. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.</p>			

920010B	ENGLISH 9	50160	English
<p>This course is intended for 9th grade, regular education students, taught by a regular education teacher. This is the standard course for 9th grade English taught across the district in schools operating a block schedule. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.</p>			

920010E**ENGLISH 9****50160****Special Education**

This course is intended for 9th grade, special education students, taught by a special education teacher. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.

920010EB**ENGLISH 9****50160****Special Education**

This course is intended for 9th grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.

920010F**ENGLISH 9****50160****English**

This is a course code for a student using the credit flex option to take this course. District regulations for the implementation of credit flex, application, scoring, and awarding of credit apply. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives.

920010L**ENGLISH 9****51905****ESL**

This is an ESL course intended for 9th grade, ESL students in a supported building. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.

920010LB**ENGLISH 9****51905****ESL**

This is an ESL course intended for 9th grade, ESL students in a supported building running a block schedule. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.

920010S**ENGLISH 9****50160****English**

This is a summer school course code for ENGLISH 9. Please do not use it during the school year. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning how communication can change us, if our differences define us, if knowledge is the same as understanding, if truth can change, and if conflict is necessary.

920010V

VCAP ENGLISH 9

50160

English

This is a VCAP course code for ENGLISH 9. District regulations for implementation of VCAP, instruction, timing and awarding of credit apply. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives.

922020

HUMANITIES: ENGLISH 9

50160

English

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.

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

For schools implementing a block schedule. 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.

922030**HONORS ENGLISH 9****50160****English**

This course is being transitioned from pilot stage. It can be scheduled at all high schools, but NCAA accreditation, Honors weighting, and Curriculum Guides are still in process. This course is intended for 9th grade, regular and gifted education students, taught by a regular or gifted education teacher. 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 Grades 9-10 and possibly 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 and possibly 11-12 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives.

922030B

HONORS ENGLISH 9

50160

English

This course is being transitioned from pilot stage. It can be scheduled at all high schools, but NCAA accreditation, Honors weighting, and Curriculum Guides are still in process. This course is intended for 9th grade, regular and gifted education students, taught by a regular or gifted education teacher using a block schedule. 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 Grades 9-10 and possibly 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 and possibly 11-12 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives.

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.

929910G**ENGLISH 8/9****50160****English**

Gifted Course. 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.

920020**ENGLISH 10****50170****English**

This course is intended for 10th grade, regular education students, taught by a regular education teacher. This is the standard course for 10th grade English taught across the district. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

920020B**ENGLISH 10****50170****English**

This course is intended for 10th grade, regular education students, taught by a regular education teacher. This is the standard course for 10th grade English taught across the district in schools operating a block schedule. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

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

This course is intended for 10th grade, special education students, taught by a special education teacher. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

920020EB**ENGLISH 10****50170****Special Education**

This course is intended for 10th grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards and Extended Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

920020F**ENGLISH 10****50170****English**

This is a course code for a student using the credit flex option to take this course. District regulations for the implementation of credit flex, application, scoring, and awarding of credit apply. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920020L**ENGLISH 10****51905****ESL**

This is an ESL course intended for 10th grade, ESL students in a supported building. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

920020LB**ENGLISH 10****51905****ESL**

This is an ESL course intended for 10th grade, ESL students in a supported building running a block schedule. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

920020S**ENGLISH 10****50170****English**

This is a summer school course code for ENGLISH 10. Please do not use it during the school year. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. 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 Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives. Course resources provide thematic alignment by essential questions concerning if there is a difference between reality and truth, if progress can be made without conflict, what kind of knowledge changes our lives, the extent to which experience determines perception, if all communication is positive, and if anyone can be a hero.

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

This is a VCAP course code for ENGLISH 10. District regulations for implementation of VCAP, instruction, timing and awarding of credit apply. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 (reading and writing) as set forth by Ohio's Learning Standards will drive student-learning objectives.

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.

922000B

HUMANITIES: ENGLISH 10

50170

English

For schools implementing a block schedule. 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.

922040

HONORS ENGLISH 10

50170

English

This course is being transitioned from pilot stage. It can be scheduled at all high schools, but NCAA accreditation, Honors weighting, and Curriculum Guides are still in process. This course is intended for 10th grade, regular and gifted education students, taught by a regular or gifted education teacher. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. Student learning targets for English Grades 9-10 and possibly 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 and possibly 11-12 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives.

922040B

HONORS ENGLISH 10

50170

English

This course is being transitioned from pilot stage. It can be scheduled at all high schools, but NCAA accreditation, Honors weighting, and Curriculum Guides are still in process. It should not be scheduled at other schools. This course is intended for 10th grade, regular and gifted education students, taught by a regular or gifted education teacher. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis of literary and informational texts from various world cultures, including that of the Americas. Their textual analyses will include, but are not limited to, elements of various genres (short story, drama, essay, myth, legend, folktale, poetry, songs, editorial, novel, etc.), literary comparison (works, forms, and genres), impact of diction, 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, 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. Student learning targets for English Grades 9-10 and possibly 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10 and possibly 11-12 (reading and writing) as set forth by the Ohio's Learning Standards will drive student-learning objectives.

920030

ENGLISH 11

50180

English

This course is intended for 11th grade, regular education students, taught by a regular education teacher. This is the standard course for 11th grade English taught across the district. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030B

ENGLISH 11

50180

English

This course is intended for 11th grade, regular education students, taught by a regular education teacher. This is the standard course for 11th grade English taught across the district in schools operating a block schedule. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030E

ENGLISH 11

50180

Special Education

This course is intended for 11th grade, special education students, taught by a special education teacher. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 and Extended Learning Standards will drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030EB

ENGLISH 11

50180

Special Education

This course is intended for 11th grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 and Extended Learning Standards will drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030F

ENGLISH 11

50180

English

This is a course code for a student using the credit flex option to take this course. District regulations for the implementation of credit flex, application, scoring, and awarding of credit apply. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies.

920030L

ENGLISH 11

51905

ESL

This is an ESL course intended for 11th grade, ESL students in a supported building. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030LB**ENGLISH 11****51905****ESL**

This is an ESL course intended for 11th grade, ESL students in a supported building running a block schedule. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030S**ENGLISH 11****50180****English**

This is a summer school course code for ENGLISH 11. Please do not use it during the school year. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, what makes American Literature American, and determining the relationship between place and literature.

920030V

VCAP ENGLISH 11

50180

English

This is a VCAP course code for ENGLISH 11. District regulations for implementation of VCAP, instruction, timing and awarding of credit apply. Students will analyze a broad range of literary and informational texts that encompass the historical and cultural development of American literature from Native American and Colonial times to the Contemporary period. 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 drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century US documents/themes/topics, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument, reflective, creative, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies.

925000 ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION 50190 English

Grade 11 (may be used in Grade 12) 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 (http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html). 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.

925000B ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION 50190 English Grade 11 (may be used in Grade 12) weighted course in block schedule. 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 (http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html). 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.

924530 INTERNATIONAL BACCALAUREATE 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 INTERNATIONAL BACCALAUREATE 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.

924570B INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE HL 11 320200 English

This is the block course for IB English A Literature HL 11. 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.

922010 **AMERICAN HUMANITIES-ENG** **50170** **English**
Grades 11 or 12. American Humanities extends and focuses on American history and literature. 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 11-12 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 11-12 (reading and writing), and Social Studies (American history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century documents/themes/topics, seminal US texts, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They 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 a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument) for a range of tasks, purposes, and audiences using varied technologies. Ideally, classes are taught through team teaching and/or faculty collaboration in conjunction with American Government in a two-period, continuous class block. This course will satisfy the English 11 requirement or provide one academic elective credit.

C92001 KENYON ARTICULATION PROGRAM ENGLISH **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.

920040B**ENGLISH 12****50190****English**

This course is intended for 12th grade, regular education students, taught by a regular education teacher. This is the standard course for 12th grade English taught across the district in schools operating a block schedule. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, determining the relationship between place and literature, defining the relationship of the writer to tradition, evaluating the relationship between new media technology and language, how social position affects behavior and societal values, and if happiness can be defined.

920040E**ENGLISH 12****50190****Special Education**

This course is intended for 12th grade, special education students, taught by a special education teacher. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 and Extended Learning Standards will drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, determining the relationship between place and literature, defining the relationship of the writer to tradition, evaluating the relationship between new media technology and language, how social position affects behavior and societal values, and if happiness can be defined.

920040EB**ENGLISH 12****50190****Special Education**

This course is intended for 12th grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 and Extended Learning Standards will drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, determining the relationship between place and literature, defining the relationship of the writer to tradition, evaluating the relationship between new media technology and language, how social position affects behavior and societal values, and if happiness can be defined.

920040L**ENGLISH 12****51905****ESL**

This is an ESL course intended for 12th grade, ESL students in a supported building. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, determining the relationship between place and literature, defining the relationship of the writer to tradition, evaluating the relationship between new media technology and language, how social position affects behavior and societal values, and if happiness can be defined.

920040LB**ENGLISH 12****51905****ESL**

This is an ESL course intended for 12th grade, ESL students in a supported building running a block schedule. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, determining the relationship between place and literature, defining the relationship of the writer to tradition, evaluating the relationship between new media technology and language, how social position affects behavior and societal values, and if happiness can be defined.

920040S**ENGLISH 12****50190****English**

This is a summer school course code for ENGLISH 12. Please do not use it during the school year. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Course resources provide thematic alignment by essential questions concerning how literature reflects and shapes society, determining the relationship between place and literature, defining the relationship of the writer to tradition, evaluating the relationship between new media technology and language, how social position affects behavior and societal values, and if happiness can be defined.

920040V

VCAP ENGLISH 12

50190

English

This is a VCAP course code for ENGLISH 12. District regulations for implementation of VCAP, instruction, timing and awarding of credit apply. This course provides students a chance to experience literary and informational selections from Africa, the Middle East, Asia, Europe, and the Americas, while highlighting British authors and poets, in their historical, social, philosophical, biographical, and canonical contexts. By studying the world and time from which the literature came, examining the author's life, and placing works within literary movements from around the world, students will become more aware of the relationship of the individual to humanity and literature as a reflection of culture. 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 drive student-learning objectives. Students will advance their close reading, writing, speaking, and textual citation skills. They 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, informational/explanatory, argument, analysis, reflection, description, research, criticism, explication, poetry, college entrance, career-related, and technical) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency.

925010 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION 50190 English

Grade 12 (may be used at Grade 11) 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

(http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html). 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.

925010B ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION 50190 English
Grade 12 (may be used at Grade 11) 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 (http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html). 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.

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.

923510B MAJOR BRITISH WRITERS SEMINAR 50190 English
Grade 12. For schools implementing a block schedule. 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.

924540 INTERNATIONAL BACCALAUREATE 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 INTERNATIONAL BACCALAUREATE 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 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.

924580B INTERNATIONAL BACCALAUREATE 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 language A: literature 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.

920510**SPEECH COMMUNICATION****50500****Elective**

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), 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 informational and literary texts and they will be developing and delivering numerous (20+) 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.

920505 **SPEECH COMMUNICATION X** **50500** **Elective**
Grades 11-12. Semester Course. 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 Y** **50500** **Elective**
Grades 11-12. Semester Course. The study of communication is designed to build upon experiences from the SPEECH COMMUNICATION X (**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.

921000 **WRITERS SEMINAR** **50400** **Elective**
This course is designed to rigorously improve the sophistication, style, language, and voice of each writer. 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 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. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

921005 **CREATIVE WRITING** **50400** **Elective**
Grades 11-12 This course is designed to help students improve the sophistication, style, language, and voice of their creative writing. Students will engage in close reading of novels, short stories, poems, articles on writing, etc. to develop a sense of what constitutes great fiction and how it is produced. Students will engage in the process of workshop, which includes pre-writing, multiple drafts, peer editing, and publishing. Students will produce numerous creative pieces including, but not limited to, journals, memoirs, short stories, poetry, and screenplays. Daily writing and reading are required. 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. This course is repeatable and may be used for student literary magazine.

921005B **CREATIVE WRITING** **50400** **Elective**
Grades 11-12 in schools implementing a block schedule. This course is designed to help students improve the sophistication, style, language, and voice of their creative writing. Students will engage in close reading of novels, short stories, poems, articles on writing, etc. to develop a sense of what constitutes great fiction and how it is produced. Students will engage in the process of workshop, which includes pre-writing, multiple drafts, peer editing, and publishing. Students will produce numerous creative pieces including, but not limited to, journals, memoirs, short stories, poetry, and screenplays. Daily writing and reading are required. 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. This course is repeatable. This course is repeatable and may be used for student literary magazine.

921015 **ENGLISH COMPOSITION** **50400** **Elective**
This semester course is intended for 9th or 10th 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.

921500 **READING/WRITING IN YOUR CAREER** **50014** **Elective**
This course is designed to prepare students for the reading and writing demands of the workplace. Special focus will be placed on the critical and technical demands of career work. Class size will be kept small, with flexible individual and group instruction.

921500E **READING/WRITING IN YOUR CAREER** **50014** **Special Education**
This course is intended for special education students, taught by a special education teacher. This course is designed to prepare students for the reading and writing demands of the workplace. Special focus will be placed on the critical and technical demands of career work. Class size will be kept small, with flexible individual and group instruction.

921500EB **READING/WRITING IN YOUR CAREER** **50014** **Special Education**
This course is intended for special education students, taught by a special education teacher. This code is for schools operating a block schedule. This course is designed to prepare students for the reading and writing demands of the workplace. Special focus will be placed on the critical and technical demands of career work. Class size will be kept small, with flexible individual and group instruction.

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.

921520 COLLEGE/CAREER READY LITERACY 50014 Elective
 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.

921530	STRATEGIC REASONING	50119	Elective
921540	STRATEGIC READING	50119	Elective
921540B	STRATEGIC READING	50119	Elective
921540EB	STRATEGIC READING	50119	Special Education

State Code 50119 --Intervention Reading

These courses are designed to provide special assistance in the development of reading skills and strategies for students who cannot construct meaning from what they read. Instruction addresses content from Ohio’s Learning Standards for ELA/Literacy.

924001 COMMUNICATIONS STRATEGIES 50119 Elective
 This course is still used by Columbus Scioto Special Education. This course must remain on the district’s NCAA Eligibility Center Course Report until all students who have this course on their high school transcript graduate.

925500 PUBLICATIONS IN NEWSPAPER 300040 Elective/Technology
 Grades 9-12. Students in this course will be responsible for the publication of the high school newspaper. This course is designed to teach all elements of newspaper 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 desktop publishing. In addition, students will assist with financial management, newspaper 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. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

925510 PUBLICATIONS IN YEARBOOK 300040 Elective/Technology
 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 year, and potentially into the summer. Consequently, a yearbook staff member must be responsible and self-motivated. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

925510F PUBLICATIONS IN YEARBOOK 300040 Elective/Technology
 Grades 9-12. This is a credit flex course. It 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 year, and potentially into the summer. Consequently, a yearbook staff member must be responsible and self-motivated. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

929050 **AIR TEST PREP-ENGLISH** **50119** **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.

929055 **AIR TEST PREP-ENGLISH** **50119** **Elective**
Grades 9-12. This semester-long 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.

923005 **OGT READING-WRITING TEST PREP** **50119** **Elective**
This course is designed to prepare students for the Ohio Graduation Tests in Reading and Writing. 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 Learning Standards for English Language Arts 9-10.

993010 **READING/WRITING OGT PREP** **50114** **Elective**
This course is designed to prepare students for the Ohio Graduation Tests in Reading and Writing. 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.

993015 **READING/WRITING OGT PREP** **50119** **Elective**
This course is designed to prepare students for the Ohio Graduation Tests in Reading and Writing. 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.

993015E **READING/WRITING OGT PREP** **50119** **Special Education**
This course is designed to prepare special education students for the Ohio Graduation Tests in Reading and Writing. 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.

993015EB **READING/WRITING OGT PREP** **50119** **Special Education**
Block schedule. This course is designed to prepare special education students for the Ohio Graduation Tests in Reading and Writing. 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.