

LANGUAGE ARTS CURRICULUM

ENGLISH 9 (FRESHMEN)

Description: Students learn sentence structure, paragraph and essay construction, and appropriate diction for written work. They develop and reinforce reading, writing, speaking, and listening skills in response to readings drawn from a genre approach to literature.

ENGLISH HONORS 9 (FRESHMEN)

Description: The content and study required in this class is more concentrated and rigorous than that of Freshman English. Therefore, students who choose this course should show a willingness to spend at least 30-60 minutes per day actively reading assigned material, should exceed their current grade-level writing expectations, should be independent workers with a strong work ethic, and should show evidence of higher level critical thinking skills. Students learn sentence structure, paragraph and essay construction, and appropriate diction for written work. While studying a variety of literary genre, they will reinforce and continue to develop reading, writing, speaking, and listening skills initiated in previous English classes.

ENGLISH GATE 9 (FRESHMEN GATE)

Description: This interdisciplinary humanities-based curriculum is taught in a two period block in conjunction with GATE Western Civilization. The two courses survey the major political, social, religious, cultural, economic, literary, and artistic issues of western history, allowing students to apply skills and information from both disciplines to a variety of assignments.

ENGLISH 10 (SOPHOMORE ENGLISH)

Description: Students continue to improve sentence and paragraph skills by producing compositions. Sophomores also refine reading, writing, speaking, and listening skills in response to readings drawn from multicultural literature.

ENGLISH HONORS 10 (SOPHOMORE HONORS):

Description: The content and study required in this class is more concentrated and rigorous than that of Freshman English. Therefore, students who choose this course should show a willingness to spend at least 30-60 minutes per day actively reading assigned material, should exceed their current grade-level writing expectations, should be independent workers with a strong work ethic, and should show evidence of higher level critical thinking skills. Students learn sentence structure, paragraph and essay construction, and appropriate diction for written work. While studying a variety of literary genre, they will reinforce and continue to develop reading, writing, speaking, and listening skills initiated in previous English classes.

Additional information:

- Student will read *Fahrenheit 451*, *Othello*, *Kaffir Boy* or *Black Boy*, and two books of their choosing.
- Students will select from a list of classics to read including some of the following: *The Count of Monte Cristo*, *The Good Earth*, *Brave New World*, *Jane Eyre*, *Little Women*, *Out of Africa*, *Pride and Prejudice*, and *Wuthering Heights*.
- Students will read *Tooth and Nail* an SAT prep book to work on expanding their vocabulary.
- Students will read multiple books at one time.
- The students will work on a writing portfolio to prepare for the AIMS.

ENGLISH 11 (JUNIORS)

Description: Students continue to refine language skills developed in previous English classes. They write critical analysis essays and research papers in response to readings drawn from American literature.

CULTURALLY RELEVANT AFRICAN AMERICAN VIEWPOINTS (JUNIORS)

Description: In this course, students will explore African American literature, poetry and plays beginning with oral traditions and ending with contemporary works. Students will examine the cultural, historical, and political contexts of the literature.

LANGUAGE ARTS CURRICULUM

CULTURALLY RELEVANT MEXICAN AMERICAN VIEWPOINTS (JUNIORS)

Description: This Chicano and Chicana literature course examines culture, language, and oral expression in historical and thematic context. Emphasis is placed on understanding and interpreting the cultural, ethnic, social and political dynamics.

Homework: 3 – 5 hours per week; vocabulary study; outside reading and writing assignments.

ENGLISH HONORS 11 (JUNIOR HONORS)

Description: The content and study required in this class is more concentrated and rigorous than that of Junior English. Therefore, students who choose this course should show a willingness to spend at least 30-60 minutes per day actively reading assigned material, should exceed their current grade-level writing expectations, should be independent workers with a strong work ethic, and should show evidence of higher level critical thinking and writing skills. Students in Junior Honors English continue to refine and develop reading, writing, speaking, and listening skills. Students also learn research techniques and produce research papers and literary analyses.

Content selection includes:

Native American myths and stories

Excerpts and essays by Sherman Alexie

Puritan literature

The Crucible by Arthur Miller

Excerpts from *Walden* by Thoreau

Excerpts from *Self-Reliance* by Emerson

The Great Gatsby by F. Scott Fitzgerald and critical essays

The Grapes of Wrath by John Steinbeck

Excerpts from Beat Generation authors, Ginsberg, Kerouac and Burroughs

One Flew Over the Cuckoo's Nest by Ken Kesey

The Catcher in the Rye by J.D. Salinger

ENGLISH LANGUAGE (AP ENGLISH LANGUAGE AND COMPOSITION (11TH))

Description: Students will prepare for the AP English Language and Composition Exam, which they are expected to take. Classwork involves lengthy reading assignments selected from a variety of time periods and writing modes. Instruction in compositional approaches and timed writings will provide the student with the necessary skills to pass the AP exam and be prepared for academic writing at the college level. Students must come to this course with the ability to engage in rigorous critical thinking and academic writing. **Writing constitutes 45% of each semester's final grade. Summer preparation work is required.**

Did you know:

- Students who take 1 AP course in high school are 33% more likely to finish college than those students who do not.
- Students who take 2 AP courses in high school are 45% more likely to finish college than those students who do not.
- Students who take 3 or more AP courses in high school are 66% more like to finish college than those students who do not.

Students Will:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Apply effective strategies and techniques in their own writing;
- Create and sustain arguments based on reading, research, and/or personal experience;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- And move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

Content:

LANGUAGE ARTS CURRICULUM

- AP English classes address literature beyond the normal scope of SHS English curriculum. Students will read and analyze college level materials written by a variety of authors, from a variety of genres and addressing common global themes in literature.
- Students will write in a variety of modes of discourse and prepare for the AP exam.
- Students will practice verbal acuteness via class discussions and oral argument.
- Students will practice skills necessary for participating in continually changing global society.

ENGLISH 12 (SENIOR ENGLISH)

Description: Students will continue to refine language skills developed in previous English classes and to write analytical academic essays based on readings from British and world literature.

CULTURALLY RELEVANT AFRICAN AMERICAN VIEWPOINTS (SENIOR ENGLISH)

Description: This course explores the ways in which various African American and some Anglos and other authors have written about race, class and gender. Among the courses concepts are: the intersection of race, class and gender, and the ways in which the writers reflect and or transcend their culture.

CULTURALLY RELEVANT MEXICAN AMERICAN VIEWPOINTS (SENIOR ENGLISH)

Description: This Chicano/a literature course examines a variety of literary genres - poetry, short fiction, and novels - to explore the historical development of Chicano/a social and literary identity with a focus on race, class, gender, sexual orientation, family, education, and language.

ENGLISH HONORS 12 (SENIOR HONORS)

Description: Because a major goal of this course is to provide seniors with the skills necessary to succeed in university English courses, the content and study required in the class is more concentrated and rigorous than that of Senior English. Therefore, students who choose this course should show a willingness to spend at least 60 minutes per day actively reading assigned material, should exceed their current grade-level writing expectations, should be independent workers with a strong work ethic, and should show evidence of higher level critical thinking skills. Students will continue to refine language skills developed in previous English classes with an emphasis on analysis of British and world literature. The focus of writing in this course will be academic – in preparation for freshman rhetoric and composition classes at the college level. Selections include *Beowulf*, Swift's "A Modest Proposal," *A Tale of Two Cities*, *Macbeth*, *1984* and *Lord of the Flies*.

ENGLISH LITERATURE (AP ENGLISH LITERATURE AND COMPOSITION (12th))

Description: Students will prepare for the AP English Literature and Composition Exam through development of college-level skills in literary analysis and written composition. Students will read and systematically analyze a variety of genres, examine previous AP exams, engage in AP exam-style, on-demand, first draft, timed writing as required in the actual AP exam. They will evaluate their work according to the College Board's 9-point AP writing rubric. Students must come to this class ready to engage in rigorous critical thinking and discussion which, in turn, will result in incisive literary analyses as required on the AP exam. **Writing constitutes 50% of each semester's final grade. Summer preparation work is required.**

Did you know:

- Students who take 1 AP course in high school are 33% more likely to finish college than those students who do not.
- Students who take 2 AP courses in high school are 45% more likely to finish college than those students who do not.
- Students who take 3 or more AP courses in high school are 66% more like to finish college than those students who do not.

Students Will:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Apply effective strategies and techniques in their own writing;
- Create and sustain arguments based on reading, research, and/or personal experience;

LANGUAGE ARTS CURRICULUM

- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- And move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

Content:

- AP English classes address literature beyond the normal scope of SHS English curriculum. Students will read and analyze college level materials written by a variety of authors, from a variety of genres and addressing common global themes in literature.
- Students will write in a variety of modes of discourse and prepare for the AP exam.
- Students will practice verbal acuteness via class discussions and oral argument.
- Students will practice skills necessary for participating in continually changing global society.

JOURNALISM YEARBOOK

Description: Students will learn to create and publish Sabino's award-winning yearbook, *VISTA*, using desktop publishing, layout design and copy writing. Students will learn to design graphics and pages using computer programs.

- **Reading focus:** Sample copies of previous *Vistas* and of other schools' yearbooks, *Journalism Today*, sample yearbooks, *AP Stylebook*, *1,2,3 Student Yearbook Guide*, etc.
- **Skills focus:** Observation; critical thinking and articulation; collaboration; theme and section selection; planning the general goals of and roles/ thematic connections within designated sections; creating, distributing and analyzing student surveys; contacting and securing potential advertisers; yearbook marketing and sales; basic photographic techniques; interviewing skills; caption-writing; preliminary editing; writing thematic and journalistic copy; and designing a spread
- **Project focus:** Creating a yearbook for the school, data-analysis of student surveys, and portfolios