

ENGLISH

The Darien High School English Department is dedicated to promoting independent, curious, and critical thinkers who read, write, speak, and listen in a way that demonstrates understanding of and appreciation for a variety of classic and contemporary literature and the power of language. Its members seek to develop—in all DHS students—empathy, intellectual courage, and the ability to navigate the complexities of the world around us. **All English courses partially fulfill Humanities requirements.**

English: [A Moveable Feast: The Literature of Food and Travel](#)

Number of Semesters: 1

Open to Grades: 11, 12

Number of Credits: 0.5

Level: 300

Type: Required

Notes: This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Food and Travel, The Literature of Suspense, Sports and Literature, or Women in Fiction.

Prerequisite: American Literature. May be taken concurrently by juniors.

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student's senior year of high school and first year of college. Students in the course will read, analyze, and evaluate fiction, poetry, nonfiction, and film and television on the often related topics of food and travel. Students will examine the ways in which literature uses food to represent and understand society and the human experience. A key focus will be on how cooking, eating, drinking, and feasting function as symbols in literary works. Nonfiction works will provide the basis for discussion of contemporary issues such as hunger and sustainability. Our study of travel literature will focus on the narrative and descriptive techniques used by writers to create a sense of place and character, the impact of travel on the traveller, and on the ethics of travel, tourism, and writing about cultures beyond one's own. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

Course Curriculum: [A Moveable Feast: The Literature of Food & Travel](#)

English: [Advanced Composition & Tutor Training](#)

Open to Grades: 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 750

Type: Elective

Notes: This course may be repeated.

Prerequisite: By recommendation of teacher and departmental approval, or by application, permission of the teacher, and departmental approval.

Course Objectives: 1. To develop students' skill in controlling structural elements of the essay and narrative form. 2. To develop students' ability to describe, analyze and evaluate essay unity and coherence. 3. To develop the student's ability to distinguish between and use three kinds of critiquing: descriptive, evaluative, and substantive. 4. To introduce and develop tutoring techniques for helping students with writing problems. 5. To introduce various theories about writing in relation to personal writing and tutoring experiences.

Description: Emphasizes both advanced techniques and issues of expository writing techniques and issues of peer tutoring. Students develop critical writing skills by writing four formal essays and eight peer critiques. Students also are required to keep a log, a writer's journal of experiences as a writer, tutor, and peer critic. Students practice and discuss tutoring techniques in class by working with each other; as writers and critics, and by required tutoring in the Writing Center one period every four days. Students also develop their critical reading and listening skills through an intensive system of peer criticism which requires objective description of the function and content of any essay. In addition to studying specific advanced writing techniques and tutoring methods, students study writing as a discipline, examining different theories that define writing and theories about the teaching of writing.

Expectations: This course is appropriate for competent writers who are willing to make a commitment to improving their own writing and to helping their peers improve their writing. Students are encouraged to tutor in the writing center for two periods every 8 days.

Course Curriculum: [Advanced Composition & Tutor Training](#)

English: [American Literature](#)

Open to Grades: 11

Number of Semesters: 2

Number of Credits: 1

Level: 300

Type: Required

Prerequisite: English 10

Course Objectives: 1. To introduce students to literature written by Americans. 2. To refine students' ability to write expository essays. 3. To review and develop necessary skills selecting, analyzing and integrating text in analytical writing.

Description: The 300 level classes will be team-planned with the History Department's American History course. Interdisciplinary papers will encourage students to integrate the study of literature and history, exploring the creative moments in which literature becomes history and history becomes literature. Students will also be expected to understand their cultural and aesthetic roots, connecting and synthesizing the art, music, and architecture of an era to its history and literature. Authors likely to be read include Edwards, Franklin, Hawthorne, Cooper, Irving, Bryant, Emerson, Thoreau, Whitman, Dickinson, Twain, Crane, Wharton, Fitzgerald, Hemingway, Steinbeck, Lewis, Miller, and Hurston.

Expectations: In an interdisciplinary approach, learning is active and critical thinking essential. Students make connections among the various disciplines through the papers and projects in which they engage. At least one interdisciplinary assignment each quarter will be evaluated by both the English and History teachers. Students will be expected to read and write extensively. A close reading of the text will be required. The writing will be expository and non-expository with emphasis on writing about literature. Students will complete formal or informal writing assignments each week.

Course Curriculum: [American Literature](#)

English: [AP Language & Composition 11 \(Grade 11/American Literature\)](#)

Open to Grades: 11

Number of Semesters: 2

Number of Credits: 1

Level: 400

Prerequisite: 400 English 10 Honors with a grade of B- or higher and permission of the teacher; or qualifying score on a placement test.

Course Objectives: 1. To introduce students to literature written by notable American authors from the 17th century to the 21st century. 2. To provide highly motivated students with an opportunity to improve critical reading skills and critical thinking skills. 4. To help students improve writing skills through frequent analyses of the writing process. 5. To instruct students in preparation for the Advanced Placement (AP) English Language and Composition exam

Description: In this course, students will trace the movements, styles, and philosophies that have shaped written expression in the United States since the 17th century, and will encounter a variety of voices and points of view that reflect the full spectrum of the American experience. The analytical focus of the class will be on the different rhetorical strategies authors employ and the effect these choices have on readers. Students will occasionally take practice AP English Language and Composition exams.

Expectations: Students will comprehend, analyze, and evaluate the class texts with an emphasis on the studied authors' rhetorical strategies. Students will demonstrate their mastery of a variety of writing genres, as well as their understanding of approaches to and purposes of revision. The course requires extensive and intensive self-reliance on already-strong reading and thinking skills, and also requires extensive participation among students. Required writing will include formal expository essays, analytical essays, and argumentative essays, as well as informal and personal writing. Students are encouraged to take the AP English Language and Composition exam.

Course Curriculum: [AP English Language & Composition](#)

English: AP Language & Composition 12 (Grade 12/Postmodern Voices)

Open to Grades: 12

Number of Semesters: 2

Number of Credits: 1

Level: 400

Type: Required

Notes: Fulfills the English requirement for seniors.

Prerequisite: American Literature with a grade of B+ or higher.

Course Objectives: 1. To help students develop skills to analyze and to produce texts with richness and complexity. 2. To provide highly motivated students with an opportunity to improve critical reading skills and critical thinking skills. 3. To help students improve writing skills through frequent analyses of the writing process. 4. To instruct students in preparation for the Advanced Placement (AP) English Language and Composition exam.

Description: The first semester of AP English Language and Composition will focus on fiction and nonfiction from authors of distinction who have emerged since the end of WWII. Students will trace the movements, styles, and philosophies that have shaped written expression since 1945 and encounter a variety of voices and points of view that reflect the world of the present and of the recent past. Students will occasionally take practice AP English Language and Composition exams.

Expectations: Students will comprehend, analyze, and evaluate the class texts, with an emphasis on the studied authors' rhetorical strategies. Students will demonstrate their mastery of a variety of writing genres, as well as their understanding of approaches to and purposes of revision. Formal expository essays, analytical essays, and argumentative essays will be required throughout the course. Students are encouraged to take the AP English Language and Composition exam.

Course Curriculum: [AP English Language & Composition](#)

English: AP Literature & Composition

Open to Grades: 12

Number of Semesters: 2

Number of Credits: 1

Level: 400

Type: Required

Notes: Fulfills the English requirement for seniors.

Prerequisite: AP Language and Composition with a grade of B- or higher, or American Literature with a grade of B+ or higher.

Course Objectives: 1. To offer students a college level course in English that challenges and develops their literary sensitivities and critical capabilities. 2. To introduce students to traditional novels and drama of the literary canon along with related contemporary works in order to highlight the ongoing relevance of the canon and its significance to the western literary tradition. 3. To help students understand literature as art; as an attempt to capture in language the complexity of the human experience. 4. To introduce students to works of poetry that are part of

the literary canon, along with related contemporary poetry, in order to develop and hone their literary sensibilities. 5. To help students understand the art and techniques of poetry; to introduce them to the forms and functions of poetry; to provide them with opportunities to write poetry. 6. To provide opportunities for students to read and discuss a variety of points of view, interpretations and voices, and to enter that dialogue at the level of the critic with the goal of developing the teacher in themselves. 7. To provide students with techniques for honing and refining their abilities as critical readers, thinkers and writers. 8. To introduce students to the body of work known as world literature, and to provide them with opportunities to think, speak, and write about the relationships between language and culture. 9. To teach students to read, study, and work independently and to provide them with a sense of ownership of their education and empowerment as thinkers and learners. 10. To introduce students to the form and function of the exploratory/inquiry essay and to provide them with opportunities to write such essays.

Description: The second semester of AP English Literature and Composition has all of the objectives of the first semester, with the addition of the objectives required of the World Literature Seminar course that all seniors must meet in order to graduate. The World Literature Seminar (WLS) component requires students to independently read 600 or more pages of literary fiction, keep a reading journal, and submit interim writing assignments on their reading. The final requirement is the senior exit project, which is designed to provide learning and practice in strategies of guided inquiry, methods of research and modes of presentation.

Expectations: Students will read a variety of challenging literature and poetry, as well as literary criticism, in order to develop skills in close textual analysis. Students will engage in discussion and writing activities that promote and encourage critical analysis, interpretation, and evaluation of those texts. They will respond to their reading and thinking in writing journals, process-based essays, in-class, timed essays, and multiple choice exams similar to the AP test. Students will be expected to actively participate in classroom discussions and activities related to the reading and writing. In the second semester, students will continue to read and analyze poetry and fiction in order to prepare them for the AP exam. Students will be introduced to a body of literary techniques and practices deemed important for success on the AP exam. Students will sit for in-class and take-home practice AP examinations. Students will read several English Capstone texts in common and they will read independently from articles and books related to a topic of their own choosing. Students will write a term paper based on their reading and additional research. Students will complete a final presentation on their research and reading. Students will be encouraged to take the AP Exam in May.

Course Curriculum: [AP English Literature & Composition](#)

English: Behind the Dragon: East Asian Literature

Open to Grades: 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 300

Type: Required

Notes: This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

Prerequisite: American Literature. May be taken concurrently by juniors.

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student's senior year of high school and first year of college. The increasing importance of East Asia—defined here as China, Japan, North and South Korea, and Taiwan—has compelled Americans to look at these cultures with new eyes. The cultural, political, and economic forces that draw us together demand new levels of understanding and appreciation. While social

studies programs, Mandarin classes, and interdisciplinary programs like the China Exchange add rich context to this learning process, literature reveals the inner life of a nation's inhabitants, offering readers a glimpse of how another culture understands and represents itself. Through a selection of traditional and modern texts, students will learn to see beyond the stereotypes and start to understand the literary, societal, and esthetic values of this ancient and yet dynamic part of the world. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by "publishing" them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

Course Curriculum: Behind the Dragon: East Asian Literature

English: Creative Writing 1

Open to Grades: 9, 10, 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 900

Type: Elective

Prerequisite: English 10 and permission of the teacher. Students must demonstrate an understanding of literary analysis and an ability to work independently.

Course Objectives: 1. To develop skills in creative thinking and writing. 2. To experiment with a variety of creative writing techniques. 3. To increase ability to analyze and criticize literary works. 4. To increase ability to give and take constructive criticism. 5. To develop skills of revision and refinement of work for publication.

Description: An introduction to the techniques of writing prose, fiction and poetry. The course aims at cultivating the student's interest in writing imaginatively and experimenting with new as well as established forms of literary expression.

Expectations: Students will write narratives, short stories, poems, and plays. A final portfolio evaluating the student's work during the semester is required. Small group critique sessions will be conducted for each paper.

Course Curriculum: [Creative Writing](#)

English: Creative Writing Advanced

Open to Grades: 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 750

Type: Elective

Notes: This course may be repeated.

Prerequisite: Creative Writing 1, or comparable previous work and permission of the teacher.

Course Objectives: 1. To continue to develop skills in creative writing techniques and literary criticism. 2. To develop a professional attitude towards one's writing and examine some of the problems of the professional writer's attempts at production. 3. To refine skills of revision and completion of creative work.

Description: This course is especially designed for the highly talented student writer who is capable of advancing more rapidly than most beyond the basic skills of non-expository writing. The student need not have had extensive writing experience prior to this course but must be willing to explore and absorb a variety of writing techniques and aim for the successful completion of each piece or work submitted.

Expectations: Students will produce work for publication. A final paper evaluating the student's work for the semester is required, as well as a research project which explores a fiction writer or poet.

English: [Critical Approaches to Film](#)**Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 900**Type:** Elective**Prerequisite:** None

Course Objectives: 1. To engage in careful, critical analysis of film. 2. To examine the ways in which film conveys meaning visually. 3. To recognize how technical form enhances artistic content. 3. To discuss how film has evolved over the years to better reflect the values of a given time and place. 6. To become fluent in the language of film production and criticism.

Description: Students will critically view, write about, and discuss a wide spectrum of narrative and documentary films in pursuit of a greater understanding of the ways film is used to convey meaning and tell stories. The course will begin with a survey of historically important films that trace the technical evolution of the medium over the last one hundred years; during this portion of the class, students will view clips from early silent films like *The Battleship Potemkin* (Eisenstein), *City Lights* (Chaplin) and *The Birth of a Nation* (Griffith). The course will proceed chronologically, thematically, and stylistically as students study the work of cinema's great early directors (e.g. Hitchcock, Welles, Hawks, Ford); emerging genres (*Film Noir*, the western, suspense, etc.); stylistic movements (French New Wave, Cinema Verité, independent cinema); as well as how films from different time periods reflect "the spirit of the times" (*The Manchurian Candidate* as an expression of Cold War hysteria, for example). The final segment of the course will focus on the technological and stylistic innovations of contemporary film, and on the influence of other modern forms of visual media (television, advertising, the Internet) on contemporary filmmaking.

Expectations: Students are expected to critically evaluate the aesthetics of film and other visual media. They will be assessed for understanding by way of examinations, analytical essays, group presentations/panel discussions and in-class discussion. Early in the semester they will be assessed on their mastery of critical film terminology. Additionally, in order to become adept at expressing ideas visually, they will be given writing assignments on specific aspects of particular films (e.g. Eisenstein's use of montage editing in *The Battleship Potemkin*). They will also be required to look at screenplays in order to understand the process of turning script into visual art, and to review films currently in theatres.

Course Curriculum: [Critical Approaches to Film](#)

English: [Dangerous Creatures: Women and Fiction](#)**Open to Grades:** 11, 12**Number of Semesters:** 1**Number of Credits:** 0.5**Level:** 300**Type:** Required

Notes: This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

Prerequisite: American Literature. May be taken concurrently by juniors.

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student's senior year of high school and first year of college. This course will specifically focus on the

empowered feminine voice and person in fiction and literature. The damsel in distress is a seductive image, but where did the notion that women need to be both beautiful and rescued come from? In this course, we will explore the stereotypes associated with women in fictional stories by evaluating how they were formed and what efforts have been taken to reappropriate, revise, and/or dismantle them. We will look at how these “damsels” secure personal power and save themselves from falling victim to a power structure that tries to keep them submissive. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

Course Curriculum: [Dangerous Creatures: Women and Fiction](#)

English: Drama 1

Open to Grades: 9, 10, 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 900

Type: Elective - **Partially Fulfills Humanities or Fine/Practical Arts Requirement**

Prerequisite: None

Course Objectives: 1. To introduce students to specific elements of acting. 2. To introduce students to specific actor training techniques. 3. To explore with students their physical, emotional, and creative resources as performers. 4. To introduce students to basic staging concepts.

Description: This is an introductory course in acting that focuses on various actor training techniques and equips the student actor to work and communicate in the theatre. Classroom activities include readings, lectures, discussion, theatre games, exercises, improvisations, and elementary work on monologues and scene study.

Expectations: Students will be expected to participate actively in all phases of workshops. They will be expected to read appropriate textual material and to demonstrate an understanding of the art of acting through various written, oral and performance assignments.

Course Curriculum: [Drama 1](#)

English: Drama 2

Open to Grades: 9, 10, 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 900

Type: Elective - **Partially Fulfills Humanities or Fine/Practical Arts Requirement**

Prerequisite: Drama 1 or permission of the teacher.

Course Objectives: 1. To introduce students to the problems faced by the actor as he/she creates a character. 2. To familiarize students with various theories and styles of acting, as they have developed historically. 3. To give students an opportunity to experience the creative process through actual performance of scenes.

Description: Students will participate in the production and performance of various monologues and scenes. They will also make use of textual reading and library facilities in order to understand and work with various historical styles and techniques.

Expectations: Students will be expected to read several plays and various textual materials. They will be expected to prepare and perform at least one monologue and three group scenes from various historical periods. As an aid to understanding the function of each role and its relationship to the total performance, they will be expected to write character analyses.

Course Curriculum: [Drama 2](#)

English: English 9

Open to Grades: 9

Number of Semesters: 2

Number of Credits: 1

Level: 300

Type: Required

Prerequisite: English 8

Course Objectives: 1. To help students to continue to develop and refine basic skills. 2. To explore a variety of narratives from different cultures. 3. To examine our role in reading different voices and understanding forms in literature. 4. To examine the issues of character, setting, theme, point of view, and symbol. 5. To help students develop further skills in the following types of writing: literary essays, non-literary essays, imaginative writing, and journal writing.

Description: Thematic units are presented through short stories, novels, plays, poetry, and mythology. Authors likely to be read include Homer, Shakespeare, Wharton, Cather, Tolkien, Golding, Lee, and Gibbons.

Expectations: Students will be accountable for close reading of assigned texts and supplementary reading from English Department lists. Students will complete an average of one writing assignment per week. In all English courses, students are held accountable for accurate spelling, punctuation and capitalization.

Course Curriculum: [English 9](#)

English: [English 9 Accelerated](#)

Open to Grades: 9

Number of Semesters: 2

Number of Credits: 1

Level: 300

Type: Required

Notes: Students who qualify for enrollment in this course will be notified.

Prerequisite: Students are placed in this course if they meet two out of the following three criteria: an 82 or higher on the Degrees of Reading Power assessment; a 75% or higher on a writing benchmark assessment; and a half-year grade of an A- or better (for English 8) or a B+ or better (for English 8 Advanced).

Course Objectives: 1. To help students to continue to develop and refine skills in reading comprehension and literary analysis. 2. To explore a variety of narratives from different cultures. 3. To examine the role of storytelling and our role in reading different voices and understanding forms in literature. 4. To provide opportunities for students to write in different modes with an emphasis on comparative analysis. 5. To develop students' abilities to write thesis-based papers.

Description: The Grade 9 English Accelerated course is designed for students who exhibit outstanding abilities and skills in English. Students will be expected to manage the simultaneous reading of multiple texts, read and discuss high level literature and literary criticism, grapple with complex questions of both content and style, and pursue collaborative and independent research using multiple resources. Students will be expected to demonstrate excellent skills in grammar, an advanced vocabulary, and an exceptional capability in written and oral expression.

Expectations: Extensive reading of challenging literature will be required. In addition, students will be required to write formal or informal analytical responses to their reading on a regular basis.

Course Curriculum: [English 9 Accelerated](#)

English: [English 10](#)

Open to Grades: 10

Number of Semesters: 2

Number of Credits: 1

Level: 300

Type: Required

Prerequisite: English 9

Course Objectives: 1. To develop students' skills in writing both thesis-based expository essays and personal essays. 2. To develop students' skills in reading and interpreting literature.

Description: The course is a study of language, interpretation and expression. The focus for the study of literature in English 10 is on an exploration of the community and the role of language in shaping and reflecting communities. Students will analyze fiction, non-fiction, and poetry using foundation questions as a framework for exploration. Particular attention will be paid to tone, point of view, narrative techniques, and metaphor. The readings include a diversity of texts by authors such as Shakespeare, Ibsen, Salinger, Knowles, Haddon, and McBride.

Expectations: Students will be accountable for close reading of assigned texts and outside reading from English Department lists. Students will write both thesis-based and personal essays and complete formal or informal writing assignments each week.

Course Curriculum: [English 10](#)

English: [English 10 Honors](#)

Open to Grades: 10

Number of Semesters: 2

Number of Credits: 1

Level: 400

Type: Required

Prerequisite: 300 English 9 with a grade of A- or higher, or 300 English 9 Accelerated with a grade of B- or higher, permission of the teacher, and a written application.

Course Objectives: 1. To introduce students to the language and skills of interpretation using various lens to analyze literature. 2. To provide opportunities for students to write in several different forms. 3. To refine students' ability to write literary essays.

Description: The course focuses various theories of analysis as well as on the development of such interpretative skills as point of view, metaphor, tone, voice, and narrative structures. Students will write extensively during and after their readings where they will synthesize what they have learned by writing in a variety of forms.

Expectations: Extensive reading of challenging literature will be required. In addition, students will be required to write formal or informal critical responses to their reading each week.

Course Curriculum: [English 10 Honors](#)

English: [English Capstone](#)

Open to Grades: 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 300

Type: Required

Note: Required for graduation.

Prerequisite: American Literature

Objectives: 1. To prepare students for first-year college courses through writing experiences that blend the personal with the academic in the pursuit of an authentic writer's voice. 2. To prepare students for first-year college courses through reading, speaking, and listening experiences that draw upon the personal as well as the academic. 3. To provide students with strategies and guidance for conducting self-directed reading and research. 4. To provide students with opportunities for rich, meaningful reflection on their individual experiences within a secondary school educational system. 5. To provide students with opportunities for rich, meaningful reflection on Western and American educational traditions. 6. To place seniors in a position to add their voice to ongoing authentic conversations about the purpose of education at the local, state, national, and global levels.

Description: This course is designed to serve as a bridge between a student's senior year of high school and first year of college. Its focus will be on the individual student's education, what it means to be educated, and the nature of learning itself. It will emphasize the development and planning of the English Capstone essay project and strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. They will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed research, and to participate in seminar discussions. Essays and short writing assignments will be the primary mode of assessment. Each student will be required to develop, draft, revise, and submit an English Capstone essay project. There may be opportunities for seniors to share their English Capstone project by "publishing" it on a digital platform, to present or defend it to a committee or group of peers, and to record artifacts of student learning growth from the course in a digital portfolio.

Course Curriculum: [English Capstone](#)

English: [Knowing Nothing: Literature and Philosophy](#)

Open to Grades: 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 300

Type: Required

Notes: This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors.

Seniors are required to take English Capstone and one of the following English courses: contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

Prerequisite: American Literature. May be taken concurrently by juniors.

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student's senior year of high school and first year of college. The course explores the evolution of some of mankind's most profound questions and how they have been treated by artists and thinkers over the centuries: How do we decide what is real? Are we in control of our own destiny? How do people find meaning in an often arbitrary and chaotic world? Students will be asked to explore these questions, and to reflect on the evolution of human thinking in response to these questions, through a variety of texts. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by "publishing" them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

Course Curriculum: [Knowing Nothing: Literature and Philosophy](#)

English: The Lettered Athlete: Sports and Literature

Open to Grades: 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 300

Type: Required

Notes: This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

Prerequisite: American Literature. May be taken concurrently by juniors.

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will provide a survey of literature about a variety of sports, from the amateur to the professional, from the niche to the mainstream. The focus will be on sport as a means to illuminate the dramas of human nature and to understand the world in which we live, and we will be alert to the metaphorical and mythic qualities of participating in and observing sports. Whether reading fiction or nonfiction, we will examine the techniques writers use to convey, build a scene, develop plot and conflict, and express a point of view. And all the while, we will enjoy the aesthetic experience of stories about winners and losers, triumphant underdogs and scandalous cheaters, tribalism and transcendence. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

Course Curriculum: [The Lettered Athlete: Sports and Literature](#)

English: Mystery & Mayhem: The Literature of Suspense

Open to Grades: 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 300

Type: Required

Notes: This course may be selected by juniors as an elective. If taken in the senior year, this course is one of eight that may be used to fulfill the English graduation requirement for seniors. Seniors are required to take English Capstone and one of the following English courses: Contemporary Poetry, East Asian Literature, Literature and Philosophy, Literature in Performance, The Literature of Suspense, Sports and Literature, or Women in Fiction.

Prerequisite: American Literature. May be taken concurrently by juniors.

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will provide a survey of a selection of the most important examples of mystery and suspense writing, a diverse and popular genre of literature. A key focus will be on the narrative techniques used by these writers to create character, structure plot and conflict, and maintain suspense. From the locked room mysteries of Poe and Conan Doyle to the hard-boiled detective fiction that people film noir to today’s forensic science-focused series, students will trace the evolution of the genre. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected

primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

Course Curriculum: [Mystery & Mayhem: The Literature of Suspense](#)

English: [Skyscrapers and Subways: The Literature of NYC](#)

Open to grades: 11,12

Number of semesters: 1

Number of credits: 0.5

Level: 300

Type: Required

Prerequisite: Grade 11 American Literature/AP Lang. May be taken concurrently by juniors

Course Objectives: 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus. 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 6. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will provide students with a survey of important literature that features New York City as its setting or its inspiration. Students will encounter a diverse range of authorial voices in order to replicate the great diversity that “The City” represents. Students will consider the ways in which New York City is a city of innovators, immigrants, outlaws, artists, and strivers, and they will explore it not only as a setting, but also as a metaphor, a symbol, and, at times, a character. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

English: [Through the Looking Glass: Imaginative and Experimental Literature](#)

Open to Grades: 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 300

Type: Required

Prerequisite: To enroll, seniors need to have earned passing grades in English for grades 9, 10, and 11. Juniors may choose to enroll in this class as an elective..

Course Objectives: To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options. 1. To expose students to both traditional and contemporary aspects and developments of their selected

content focus. 2. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus. 3. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic. 4. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice. 5. To provide students with strategies and guidance for conducting self-directed reading and research.

Description: This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. Imaginative and Experimental Lit is designed to offer students a new way to engage with literature: as a medium for creativity and imagination. Students will read works in a variety of genres—fantasy, sci-fi, and alternate reality—to investigate how language can be used to transport readers to new worlds or to help us see our own world in completely new ways. Students will also explore how writers have experimented with language and the boundaries of storytelling itself, resulting in an ever-evolving definition of what a “novel” can be. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Expectations: Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

English: [Writing With Purpose](#)

Open to Grades: 10, 11, 12

Number of Semesters: 1

Number of Credits: 0.5

Level: 900

Type: Elective

Prerequisite: None

Course Objectives: 1. To extend the student’s skill in controlling the structure of the essay form. 2. To provide the student with opportunities to explore and improve the techniques of personal essay writing. 3. To help students distinguish narrative and non-narrative elements in the writing of the personal essay. 4. To develop further the student’s ability to describe, analyze, and evaluate essay unity and coherence. 5. To develop further the student’s ability to use and to distinguish methods of peer critiques.

Description: This course prepares college-bound students to meet the demands of academic writing as well as exposing students to practical writing genres that are vital to post-secondary school life. It helps students develop their academic writing skills needed for successful work during their senior year, and it prepares students for different kinds of college level writing and thinking. It emphasizes structure of the essay, development of ideas, and such specific aspects of writing as transitions and paragraph design.

Expectations: This course is designed for students who want an intensive writing course to hone their skills in preparation for college level writing. Students are expected to concentrate on formal expository writing as a supplement to the writing they do in their content area courses. Students will write frequently and will critique each other’s compositions. Teacher’s evaluation will be based on achievement and degree of improvement.

Course Curriculum: [Writing with Purpose](#)