

YBMC English Secondary Course Codes

Adapted from [ISBE Secondary Course Catalog](#) (2018 Edition)

YBMC English / Language Arts (ELA)

Introduction to Workshop Model English Language Arts

The following courses are set up to align workshop-model English courses for YBMC with the secondary school course codes from the ISBE. The courses described here are designed to maximize student agency by allowing students to choose the books, topics, and schedules for the individual classes. This flexibility allows students to focus on topics of personal interest while providing a systematic way to expand and track the potential course offerings.

The courses will include the following components:

Readings (R)

Many courses will include a variety of readings. For the readings, 1 point will be equivalent to 25 pages of reading, assuming approximately 250 words per page. These readings may be drawn from literary works, online articles, or multimedia resources. For most of these readings, students will work with the instructor to choose their own resources in relation to the theme of the course.

Discussions (D)

The discussions follow a flexible format for both scheduling and content. For group courses, students will coordinate together to choose their meeting dates, and a single long discussion can count as multiple discussions. For each in-person discussion, students will submit a half-page of writing to reflect on the discussion or complete a workshop activity. For independent study work, students can complete a full page of writing (250 words) to cover the discussion material, often in response to a writing prompt or reading. The discussions will provide motivation, feedback, and a variety of perspectives for ongoing projects.

Research Writing (RW)

Research Writing includes any essay, reflection, or research paper that requires outside sources to provide factual support for the student's paper. For these assignments, a minimum number of sources may be required, and the research sources may be included in the page count for the readings. For all research writing, part of the assignment will be for students to choose and find their own sources for the paper.

Creative Writing (CW)

Creative Writing includes any fiction, poetry, personal reflections, or persuasive writing that can be completed without additional outside research. Although students may choose to incorporate outside research, it wouldn't be necessary in order to meet the course requirements for these assignments.

Course Codes

Each course has been assigned a YBMC-specific course code, and these courses have been aligned with the Secondary Course Catalog Codes from ISBE. In order to maximize the variety of available curricula, each course offers a unique focus with minimal overlap with ISBE codes. However, to better fit the workshop model, many courses will feature shared discussion topics and meeting times — this way, every student has an opportunity to meet with fellow students and the instructor, share project ideas, and receive collective feedback for their ongoing projects.

The first two digits of each code (09-12) indicate the approximate grade level for the class. The third digit following the decimal point represents the following types of courses:

- 1 — Freewriting
- 2 — Reading / Literature
- 3 — English Language Arts
- 4 — Service and Community Engagement
- 5 — Vocational Writing
- 6 — Creative Writing (Fiction and Poetry)
- 7 — Creative Writing (Nonfiction and Memoir)
- 8 — Public Speaking
- 9 — College Prep

Level 08 Classes (Lit Circles — 0.25 credits)

The Lit Circles are quarter-credit (0.25) courses designed to build student reading and writing skills. Each course requires attendance at 15 of 20 meetings, reading a total of 250-300 pages, and the additional writing of 6-8 pages (1,500-2,000 words) of reflection and response. The course number will reflect the focus of the course.

| | | | |
|-----------------|-----------------------|-----------------------|--------------------|
| Readings (R) | 10 points / 250 pages | Research Writing (RW) | — |
| Discussions (D) | 15 meetings (of 20) | Creative Writing (CW) | 6-8 pages response |

**ELA 08.1 — General Literature Lit Circle

[01053A000 - Literature](#)

****ELA 08.2 — American Authors and History Lit Circle**

[01054A000 - American Literature](#)

[01055A000 - American Literature/History](#)

ELA 08.3 — British Authors and History Lit Circle

[01056A000 - British Literature](#)

[01057A000 - British Literature/History](#)

****ELA 08.4 — Global Authors Lit Circle**

[01058A000 - World Literature](#)

****ELA 08.5 — Historical Period Focus Lit Circle**

[01062A000 - Literature of a Period](#)

****ELA 08.6 — Genre Focus Lit Circle**

[01061A000 - Literature of a Genre](#)

ELA 08.7 — Geography and Culture Lit Circle

[01063A000 - Literature of a Place](#)

****ELA 08.8 — Peoples and Culture Lit Circle**

[01064A000 - Literature of a People](#)

ELA 08.9 — Thematic Focus Lit Circle

[01065A000 - Literature of a Theme](#)

Level 09 Classes (Freshman)

****ELA 09.1 — Introductory Freewriting (Formerly English 101)**

[01009A000 - Language Arts Laboratory](#)

Students take part in discussions and freewriting about the topics of their choice. This requires 20 discussion (or 20 pages) plus 6 medium papers (3 pages/750 words each) and 2 long papers (6 pages/1,500 words each). ***Typing Lessons (50 minutes each) may be used to fill up to 5 discussion points.***

| | | | |
|-----------------|----|-----------------------|----------|
| Readings (R) | — | Research Writing (RW) | — |
| Discussions (D) | 20 | Creative Writing (CW) | 30 pages |

| Readings (25 pages / box) | | | | | | | | Research Writing (250 words / box) | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|------------------------------------|--|--|--|--|--|--|--|
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| | | | | | | | | | | | | | | | |
| Discussions (1 / box) | | | | | | | | Creative Writing (250 words / box) | | | | | | | |

****ELA 09.2 — Introductory Reading (Formerly English 102)**

[01066A000 - Strategic Reading](#)

Students read their choice of books rated for grade levels 6-9 with written responses. Students will read approximately 750 pages and write 30 pages of response.

| | | | |
|-----------------|-----------------------|-----------------------|----------|
| Readings (R) | 25 points / 750 pages | Research Writing (RW) | — |
| Discussions (D) | — | Creative Writing (CW) | 25 pages |

****ELA 09.3 — English/Language Arts I — *Technology Intensive***

[01001A000 - English/Language Arts I \(9th grade\)](#)

This course offers a general survey of skills expected for English/Language Arts courses: grammar, style, literary genres, and composing essays. Although this course is technology intensive, **students are not required to type all assignments** — instead, the emphasis is on using online tools to find, examine, and share information. This course includes the following readings and assignments:

- English Grammar and Style: 25 pages of reading + 5 discussions
- English Literature: reading selections from fiction, poetry, and stage plays (150 pages) + 7 discussions
- Technology in the Workplace: reading selections and/or video tutorials explaining various uses of **technology in the workplace** (50 pages) + 3 discussions
- Research Writing: 2 research papers (four pages / 1,000 words each) + 2 discussions that require the use of **online research sources**
- Creative Writing: 2 writing samples (3 pages / 1,000 words each) of writing covering at least three separate genres + 2 CW workshops
- **Online Presentations**: 2 presentations using either video, slides, or other online platforms (3 pages / 1,000 words each) to illustrate proficiency in sharing ideas with multimedia approaches.
- **Typing Lessons (50 minutes each) may be used to fill up to 5 discussion points.**

| | | | |
|-----------------|-----------------------|-----------------------|----------------------|
| Readings (R) | 10 points / 250 pages | Research Writing (RW) | 8 pages (2x4) |
| Discussions (D) | 20 meetings | Creative Writing (CW) | 12 pages (2x3 + 2x3) |

****ELA 09.4 — Newsletter Writing — *Technology Intensive***

[01148A000 - Composition-Workplace Experience](#)

In this course, students will prepare a weekly or monthly newsletter describing the events and activities of YouthBuild McLean County. They'll also look at how to disseminate the newsletter to alumni, community partners, and other YBMC stakeholders. Newsletters may include text, photos, artwork, and other forms of media to help share the goings-on of the YBMC community. Readings include 5 local newsletters, 5 articles about community outreach strategies, 20 meetings (which includes interviews of fellow YBMC members), and the writing of 10 pages (2,500 words) of newsletter material.

| | | | | |
|-----------------|--------------------------|-----------------------|--|---------------------|
| Readings (R) | 10 (5 news + 5 articles) | Research Writing (RW) | | 10 newsletter pages |
| Discussions (D) | 20 meetings/interviews | Creative Writing (CW) | | — |

****ELA 09.5 — Introduction to Vocational Writing: Identifying and Describing Career Pathways**

[01998A000 - English Language and Literature-Workplace Experience](#)

Write about experiences in Vocation, and then prepare charts, proposals, or other documents as examples of writing in the field (20 discussions / write-ups total). The three main projects will include a written description of available career paths for this vocational field (4 pages / 1,000 words), a 15-minute verbal presentation (6 pages / 1,500 words) of the student's personal career goals, and a research paper describing key elements of this vocational field (4 pages / 1,000 words). Before writing the research paper, students will write 10 pages of notes and/or brainstorming.

| | | | |
|-----------------|---------------------|-----------------------|---------------------|
| Readings (R) | 6 research articles | Research Writing (RW) | 18 pages (10 + 2x4) |
| Discussions (D) | 20 | Creative Writing (CW) | 6 pages (speech) |

****ELA 09.6 — Introduction to Creative Writing**

[01104A000 - Creative Writing](#)

A focus on writing fiction, poetry, memoir, or other creative works. Students will read 500 pages of works in a variety of genres, have in-person discussion groups (15 minimum), and write 15 pages (4,000 words) of creative work in multiple genres.

| | | | |
|-----------------|-----------------------|-----------------------|----------|
| Readings (R) | 20 points / 500 pages | Research Writing (RW) | — |
| Discussions (D) | 15 group discussions | Creative Writing (CW) | 15 pages |

****ELA 09.7 — Introduction to Writing Personal Experience / Memoir**

[01103A000 - Composition](#)

In this course, students will write about their own lives, focusing on any aspect of interest. Students will lead 10 discussions on aspects of their lives, either through written pages, brief public speaking, or leading a small discussion group. One option is to conduct external research regarding their cities, neighborhoods, or other socioeconomic factors related to their lives. Students will complete 30 pages of personal writing. Additionally, students have the option to write *either* 10 pages of research writing or 10 more pages of personal writing.

| | | | |
|-----------------|------------|-----------------------|---------------------|
| Readings (R) | (research) | Research Writing (RW) | 10 pages (or 10 CW) |
| Discussions (D) | 10 | Creative Writing (CW) | 30 pages |

ELA 09.8 — Reading Circle: Sharing Books Out Loud

[01067A000 - Assisted Reading](#)

In this course, students and staff will select books, stories, and/or poems to read aloud together in groups of 4-8. Each meeting will include 40 minutes of reading out loud followed by time to discuss the reading and complete some reflective writing.

| | | | |
|-----------------|-----------------------|-----------------------|-----------------------|
| Readings (R) | 20 points / 500 pages | Research Writing (RW) | — |
| Discussions (D) | 20 | Creative Writing (CW) | 5 pages of reflection |

****ELA 09.9 — Typing and Literature — *Technology Intensive***

[01068A000 - Corrective Reading](#)

In this course, students will take online typing classes to bring up their typing speed to at least 20 words per minute. The goal is to help students type short papers and works of adolescent literature. If needed, students may take additional typing lessons toward discussion credit in ELA 09.1, ELA 09.3, ELA 10.1, or ELA 10.3.

| | | | |
|-----------------|-----------------------|-----------------------|-------------------------|
| Readings (R) | 10 points / 250 pages | Research Writing (RW) | — |
| Discussions (D) | 30 typing lessons | Creative Writing (CW) | 5 pages of typed papers |

Level 10 Classes (sophomore)

ELA 10.1 — Composition Independent Study

[01147A000 - Composition-Independent Study](#)

A focus on writing essays on the topics and themes of the student's choice. This is especially helpful preparation for standardized testing, developing persuasive essays, and planning larger projects. Students will write 10 one-page responses to 10 outside articles, 5 research essays of 3 pages each (750 words with 3 sources), and 3 essays of 6 pages each (1,500 words with 5 sources). ***Typing Lessons (50 minutes each) may be used to fill up to 5 discussion points.***

| | | | |
|-----------------|---------------------|-----------------------|----------------------|
| Readings (R) | 10 outside articles | Research Writing (RW) | 33 pages (5x3 + 3x6) |
| Discussions (D) | 10 responses | Creative Writing (CW) | — |

ELA 10.3 — English/Language Arts II

[01002A000 - English/Language Arts II \(10th grade\)](#)

This course offers a general survey of skills expected for English/Language Arts courses for sophomore year: essay composition across genres, critical evaluation of readings and audience intention, and emphasis on further developing reading skills. This course includes the following readings and assignments:

- Reading Analysis for purpose and audience: 100 pages of reading + 5 discussions
- Literary Analysis for writing style, authorial intent, and comprehension: Reading selections from fiction, poetry, and stage plays (200 pages) + 10 discussions
- Research Writing: finding and reading sources (100 pages) + writing 3 research papers (persuasive, expository, and literary analysis: four pages / 1,000 words each) + 5 discussions
- Creative Writing: 6 pages (1,000 words) of reflective writing regarding the student's learning and/or personal experiences with communication.
- ***Typing Lessons (50 minutes each) may be used to fill up to 5 discussion points.***

| | | | |
|-----------------|-----------------------|-----------------------|----------------|
| Readings (R) | 16 points / 400 pages | Research Writing (RW) | 12 pages (3x4) |
| Discussions (D) | 20 meetings | Creative Writing (CW) | 4 pages |

**ELA 10.5 — Composition for Vocational Settings: Understanding and Explaining a Career Field

[01101A000 - English/Composition \(freshmen and sophomores\)](#)

Writing that ties directly to vocational education courses. Regular assignments include finding 10 outside sources explaining the field and then writing 10 professional documents such as business emails and records-keeping (one pages / 250 words each), and taking part in 10 group discussions. The three main projects will include a research paper explaining a key aspect of the field (6 pages / 1,500 words), a "outreach document" to help explain this occupation to audiences outside the field (4 presentation slides +

4 pages / 1,000 words of text/public speaking), and reflective writing describing the student's personal learning experience (10 pages / 2,500 words).

| | | | |
|-----------------|---------------------|-----------------------|------------------|
| Readings (R) | 10 outside articles | Research Writing (RW) | 20 points |
| Discussions (D) | 10 | Creative Writing (CW) | 10 pages (5 + 5) |

****ELA 10.6 — Creative Writing Genres: Fiction, Poetry, Memoir**

[01104A000 - Creative Writing](#)

A discussion of the types of genres of creative writing and their differences. Each student will read 10 points of creative genres (250 pages total), write samples in three different genres (approximately 4 pages / 1,000 words each), and then complete a longer work in the genre of choice (approximately 18 pages / 4,500 words).

| | | | |
|-----------------|-----------------------|-----------------------|-----------------------|
| Readings (R) | 10 points / 250 pages | Research Writing (RW) | — |
| Discussions (D) | 10 | Creative Writing (CW) | 30 pages (3x4 + 1x18) |

****ELA 10.7 — Composition of Personal Experience: Extended Memoir Writing**

[01997A000 - English Language and Literature-Independent Study](#)

For this course, students will bring together notes and ideas from their past in order to compose an extended work of memoir, whether as chapters with individual vignettes or as a single long narrative.

| | | | |
|-----------------|-------------------------|-----------------------|----------|
| Readings (R) | 10 points / 250 pages | Research Writing (RW) | — |
| Discussions (D) | 10 (notes / discussion) | Creative Writing (CW) | 30 pages |

ELA 10.8 — Public Speaking

[01151A000 - Public Speaking](#)

Developing skills to lead team meetings, present research material to in-person audiences, and create informative videos. Key assignments include reading outside articles on a topic of choice (250 pages), presentation outlines (10 pages), leading 10 discussions / team meetings, and 5 speeches for video or in-person presentation (3 pages / 5 minutes / 750 words each).

| | | | |
|-----------------|-----------------------|-----------------------|----------------------|
| Readings (R) | 10 points / 250 pages | Research Writing (RW) | 10 outlines |
| Discussions (D) | 10 team meetings | Creative Writing (CW) | 15 pages of speeches |

****ELA 10.9 — Research Writing**

[01105A000 - Research/Technical Writing](#)

In this course, students will learn how to research, organize, and compose research papers on a variety of topics. Readings include 500 pages of outside research, and projects include 3 research essays (4 pages / 1,000 words each) and a research paper (8 pages / 2,000 words). Students will also take part in 10 planning discussions for guidance in their work.

| | | | |
|-----------------|-----------------------|-----------------------|--------------------|
| Readings (R) | 20 points / 500 pages | Research Writing (RW) | 20 pages (3x4 + 8) |
| Discussions (D) | 10 | Creative Writing (CW) | — |

Level 11 Classes (junior)

ELA 11.3 — English/Language Arts III

[01003A000 - English/Language Arts III \(11th grade\)](#)

This course offers a general survey of skills expected for English/Language Arts courses for junior year: organizing logical essay writing, word choice and English usage, and more in-depth research of nonfiction topics. This course includes the following readings and assignments:

- Reading Analysis for structure and language: 200 pages of reading + 7 discussions
- Literary Analysis for writing style, usage, and word choice: Reading selections from fiction, poetry, and stage plays (200 pages) + 7 discussions
- Research Writing: writing 3 research analysis papers based on the chosen readings (four pages / 1,000 words each) + 7 discussions
- Creative Writing: 4 pages (1,000 words) of reflective writing regarding the student's learning and understanding of writing + 4 discussions

| | | | |
|-----------------|-----------------------|-----------------------|----------------|
| Readings (R) | 20 points / 400 pages | Research Writing (RW) | 12 pages (3x4) |
| Discussions (D) | 25 meetings | Creative Writing (CW) | 4 pages |

ELA 11.4 — Community Outreach Events

[01154A000 - Forensic Speech-Individual Event](#)

For this course, students will plan and create a YBMC-hosted event for the larger community. Events may include art fairs, open-mic sessions, or roundtable discussions led by YBMC students and staff. Students will read a combination of articles and online tutorials for running public events, have 20 discussions (which may include outreach), and then compose 8 announcements (2,000 words) to be shared either verbally or via multimedia messaging. Finally, the project will include 8 pages (2,000 words) of research writing such as the event proposal, program, and retrospective reflection.

| | | | |
|-----------------|------------------------|-----------------------|-----------------|
| Readings (R) | 10 (articles + how-to) | Research Writing (RW) | 8 pages |
| Discussions (D) | 20 (mtgs + outreach) | Creative Writing (CW) | 8 announcements |

ELA 11.5 — Intermediate Occupational Writing: Public Outreach and Engagement

[01102A000 - English/Composition \(juniors and seniors\)](#)

In this course, students will develop materials to better engage with audiences within and beyond their occupational field. Regular assignments include 10 discussions and 2 persuasive essays of 4 pages (1,000 words each) describing the importance of the chosen field. The three projects will include a grant proposal for a potential project in their occupational field (8 pages / 2,000 words), a research paper explaining the importance of this project in relation to society or the local community (10 pages / 2,500 words), and a reflective paper describing how the student's prior learning will apply to future career goals (6 pages / 1,500 words).

| | | | |
|-----------------|------------|-----------------------|--------------------|
| Readings (R) | (research) | Research Writing (RW) | 18 pages (8 + 10) |
| Discussions (D) | 10 | Creative Writing (CW) | 14 pages (2x4 + 6) |

ELA 11.6 — Creative Writing Workshop: Fiction (minimum 4 students)

[01104A000 - Creative Writing](#)

For this workshop, students will write samples of fiction, share them with their peers, and provide workshop feedback. Each student will take part in 10 writing workshops, submit 4 writing samples (2 pages / 500 words each), write 6 workshop responses (1 page / 250 words each), and complete 20 pages (5,000 words) of a final fiction project.

| | | | |
|-----------------|-------------------|-----------------------|---------------|
| Readings (R) | (classmate works) | Research Writing (RW) | — |
| Discussions (D) | 10 + 6 responses | Creative Writing (CW) | 28 (2x4 + 20) |

ELA 11.7 — Reading and Writing for Social Media: Nonprofit Organizations (minimum 4 students) — *Technology Intensive*

[01098A000 - Literature-Workplace Experience](#)

In this course, students will collaboratively develop a service project for the nonprofit organization of their choice, or focus on a specific aspect of YouthBuild operations. For this project, students will learn about the organization and field (read 10 articles), discuss how to publicize the work of this organization for relevant audiences via mass media (10 meetings), and prepare an outreach study (4 pages / 1,000 words).

to describe the potential audiences. Each student will then develop a marketing plan for a specific audience (research writing of 4 pages / 1,000 words), contribute to a social media feed (2 pages / 500 words), write articles for a new or existing organization blog (6 pages / 1,500 words of nonfiction writing), and then write a script for 10 minutes of video (4 pages / 1,000 words).

| | | | |
|-----------------|-------------|-----------------------|----------------------|
| Readings (R) | 10 articles | Research Writing (RW) | 8 pages (4 + 4) |
| Discussions (D) | 10 meetings | Creative Writing (CW) | 12 pages (2 + 6 + 4) |

ELA 11.8 — Public Speaking for YouTube Creators — *Technology Intensive*

[01198A000 - Speech-Workplace Experience](#)

This course is designed as a follow-up to ELA 10.8, ELA 11.5, or ELA 11.7, but it can also be used to help students use video marketing for creative writing or other personal interests. In this course, students will read or watch 5 how-to guides for making YouTube videos, read or watch 5 articles/videos describing the topic, and take a page of notes for each of these sources. From there, the student may *either* put together a researched YouTube marketing plan *or* do a research paper on YouTube creators in the chosen field (6 pages / 1,500 words). From here, each student will write scripts for 50 minutes of video (20 pages / 5,000 words). It's recommended that each video be only 5-10 minutes long, but students can use whichever format works best. Depending on the choice of video editing, the written scripts may be longer or shorter to account for visual components.

| | | | |
|-----------------|----------------------|-----------------------|---------------------|
| Readings (R) | 10 articles / videos | Research Writing (RW) | 6 pages |
| Discussions (D) | 10 pages notes | Creative Writing (CW) | 20 pages of scripts |

Level 12 Classes (senior)

ELA 12.1 — Independent Writing for Careers in Communication

[01148A000 - Composition-Workplace Experience](#)

Students research a future career and then complete writing assignments tied to this field. Although this course is ideal for students entering a field in communication (e.g. teaching, social media, mass marketing), this can be adapted for any workplace. Assignments include reading 15 articles about the chosen field, 10 pages of notes on these articles, 10 discussions regarding aspects of the career and typical job descriptions and a collection of job application materials (a one-page list of relevant personal experiences, a resume, a cover letter, and a two-page list of possible interview questions with answers). The projects include a 6-page research paper regarding the role of this career in society, a 6-page descriptive essay of the students career plans, and a 6-page profile on a potential company where the student might apply to work.

| | | | |
|--------------|-------------|-----------------------|----------------|
| Readings (R) | 15 articles | Research Writing (RW) | 12 pages (2x6) |
|--------------|-------------|-----------------------|----------------|

| | | | |
|-----------------|---------------------|-----------------------|-------------------------|
| Discussions (D) | 10 + 10 pages notes | Creative Writing (CW) | 6 pages on career plans |
|-----------------|---------------------|-----------------------|-------------------------|

ELA 12.2 — Reading Independent Study

[01997A000 - English Language and Literature-Independent Study](#)

Read books from grade levels 10-12 with written analysis of themes, plot points, and social context. Students will read 1,000 pages, write responses to the books (total 10 pages / 2,500 words), and write a research paper about the readings (10 pages / 2,500 words).

| | | | |
|-----------------|-------------------------|-----------------------|-------------------|
| Readings (R) | 40 points (1,000 pages) | Research Writing (RW) | 10 pages |
| Discussions (D) | — | Creative Writing (CW) | 10 pages response |

ELA 12.3 — English/Language Arts IV

[01004A000 - English/Language Arts IV \(12th grade\)](#)

This course offers a general survey of skills expected for English/Language Arts courses for senior year: evaluation of rhetorical techniques, critical analysis of literary works, and further development of writing skills. This course includes the following readings and assignments:

- Reading Analysis for authorial intent and rhetorical tools: 200 pages of reading + 7 discussions
- Literary Analysis for writing style, usage, and word choice: Reading selections from fiction, poetry, and stage plays (200 pages) + 5 discussions
- Research Writing: writing 3 papers (rhetorical analysis, literary analysis, and nonfiction research: six pages / 1,500 words each) + 4 discussions + 200 pages research sources
- Creative Writing: 6 pages (1,500 words) of artistic or reflective writing related to the topics of the course

| | | | |
|-----------------|-----------------------|-----------------------|----------------|
| Readings (R) | 24 points / 600 pages | Research Writing (RW) | 18 pages (3x6) |
| Discussions (D) | 20 meetings | Creative Writing (CW) | 6 pages |

???? ELA 12.7 — Social Media Communication — *Technology Intensive*

[01156A000 - Applied English and Communications](#)

This course focuses on learning the theories and strategies of social media engagement, and it's an ideal follow-up to ELA 11.7 and ELA 11.8. This course has two major components: researching social media, and then preparing social media materials. Students will read 5 articles about social

media theory, review 5 social media channels in a field of interest, and then write a long research paper about how the

| | | | |
|-----------------|-------------------------|-----------------------|---|
| Readings (R) | 5 articles + 5 channels | Research Writing (RW) | — |
| Discussions (D) | — | Creative Writing (CW) | — |

???? ELA 12.8 — Social Forensics

[01152A000 - Forensic Speech-Inclusive](#)

Developing speeches, videos, and other spoken communication addressing issues of public interest.

English / Language Arts

[01001A000 - English/Language Arts I \(9th grade\)](#)

[01002A000 - English/Language Arts II \(10th grade\)](#)

[01003A000 - English/Language Arts III \(11th grade\)](#)

[01004A000 - English/Language Arts IV \(12th grade\)](#)

Study Skills and Reading Assistance

[01066A000 - Strategic Reading](#)

[01067A000 - Assisted Reading](#)

[01068A000 - Corrective Reading](#)

[01009A000 - Language Arts Laboratory](#)

[01008A000 - English as a Second Language](#)

Independent Study

[01097A000 - Literature-Independent Study](#)

[01098A000 - Literature-Workplace Experience](#)

[01099A000 - Literature-Other Other](#)

[01147A000 - Composition-Independent Study](#)

[01148A000 - Composition-Workplace Experience](#)

[01149A000 - Composition-Other](#)

[01197A000 - Speech-Independent Study](#)

[01198A000 - Speech-Workplace Experience](#)

[01199A000 - Speech-Other Other](#)

[01995A000 - English Language and Literature-Aide](#)

[01997A000 - English Language and Literature-Independent Study](#)

[01998A000 - English Language and Literature-Workplace Experience](#)

[01999A000 - English Language and Literature-Other](#)

Public Speaking / Communication

[01151A000 - Public Speaking](#)
[01152A000 - Forensic Speech-Inclusive](#)
[01153A000 - Forensic Speech-Debate](#)
[01154A000 - Forensic Speech-Individual Event](#)
[01155A000 - Communications](#)
[01156A000 - Applied English and Communications](#)

[Composition, Creative Writing, Technical Writing](#)

[01101A000 - English/Composition \(freshmen and sophomores\)](#)
[01102A000 - English/Composition \(juniors and seniors\)](#)
[01103A000 - Composition](#)
[01104A000 - Creative Writing](#)
[01105A000 - Research/Technical Writing](#)

[English / Literature](#)

[01051A000 - English/Literature \(freshmen and sophomores\)](#)
[01052A000 - English/Literature \(juniors and seniors\)](#)

[Literature Courses](#)

[01053A000 - Literature](#)
[01054A000 - American Literature](#)
[01055A000 - American Literature/History](#)
[01056A000 - British Literature](#)
[01057A000 - British Literature/History](#)
[01058A000 - World Literature](#)
[01060A000 - Literature of an Author](#)
[01061A000 - Literature of a Genre](#)
[01062A000 - Literature of a Period](#)
[01063A000 - Literature of a Place](#)
[01064A000 - Literature of a People](#)
[01065A000 - Literature of a Theme](#)

[Grammar, History of English, and Testing Proficiency](#)

[01201A000 - English Morphology and Grammar](#)
[01202A000 - History of the English Language](#)
[01203A000 - English-Test Preparation](#)
[01992A000 - English Proficiency Development](#)

ISBE Secondary Course Catalog (English)

English / Language Arts

01001A000 - English/Language Arts I (9th grade)

English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

01002A000 - English/Language Arts II (10th grade)

English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

01003A000 - English/Language Arts III (11th grade)

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

01004A000 - English/Language Arts IV (12th grade)

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

Study Skills and Reading Assistance

01066A000 - Strategic Reading

Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.

01067A000 - Assisted Reading

Assisted Reading courses offer students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension up to the desired level or to develop strategies to read more efficiently.

01068A000 - Corrective Reading

Corrective Reading courses offer diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understandings. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills.

01009A000 - Language Arts Laboratory

Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities.

01008A000 - English as a Second Language

English as a Second Language (ESL) courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language,

enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to “regular” English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States.

Independent Study

01097A000 - Literature-Independent Study

Courses in Literature-Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to literature. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

01098A000 - Literature-Workplace Experience

Literature-Workplace Experience courses provide work experience in a field related to English literature. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

01099A000 - Literature-Other Other

Literature courses.

01147A000 - Composition-Independent Study

Composition-Independent study, often conducted with instructors as mentors, allow students to explore particular topics within the field of language arts (emphasizing composition). Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

01148A000 - Composition-Workplace Experience

Composition-Workplace Experience courses provide work experience in a field related to English composition. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

01149A000 - Composition-Other

Other Composition courses.

01197A000 - Speech-Independent Study

English Language and Literature-Independent study courses, often conducted with instructors as mentors, allow students to explore particular topics within the field of language arts (emphasizing speech). Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

01198A000 - Speech-Workplace Experience

Speech-Workplace Experience courses provide work experience in a field related to public speaking and speech. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

01199A000 - Speech-Other Other

Speech courses.

01995A000 - English Language and Literature-Aide

English Language and Literature-Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

01997A000 - English Language and Literature-Independent Study

English Language and Literature-Independent study courses, often conducted with instructors as mentors, allow students to explore particular topics within the field of language arts. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

01998A000 - English Language and Literature-Workplace Experience

English Language and Literature-Workplace Experience courses provide students with work experience in a field related to English language or literature. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

01999A000 - English Language and Literature-Other

Other English Language and Literature courses.

Public Speaking / Communication

01151A000 - Public Speaking

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

01152A000 - Forensic Speech-Inclusive

Forensic Speech-Inclusive courses offer students the opportunity to learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and body. Often linked to an extracurricular program, these courses introduce students to numerous public speaking situations, and they learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required.

01153A000 - Forensic Speech-Debate

Forensic Speech-Debate courses offer students the opportunity to learn how to use oral skills in formal and informal situations. In these courses, students are able to develop such skills as logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body. Often linked to an extracurricular program, these courses introduce students to the methods, aims, and styles used in various kinds of debates (formal debate or Lincoln-Douglas). Participation in competition is encouraged, but not always required.

01154A000 - Forensic Speech-Individual Event

Forensic Speech-Individual Event courses offer students the opportunity to learn how to use oral skills in formal and informal situations. Topics included depend upon the event(s) being taught, but they usually emphasize effective presentation of one's voice and body, thoughtful understanding and interpretation of literature, logic and reasoning, and the organization of thought and supporting materials. Often linked to an extracurricular program, these courses introduce students to one or several individual event categories (e.g., exposition, oral interpretation, dramatic interpretation, and radio broadcast). Participation in competition is encouraged, but not always required.

01155A000 - Communications

Communications courses focus on the application of written and oral communication skills through a variety of formal and informal experiences. The courses are performance-based and emphasize effective interpersonal and team-building skills. Communications courses may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic Choices.

01156A000 - Applied English and Communications

Applied English and Communications courses teach students communication skills-reading, writing, listening, speaking-concentrating on “real-world” applications. These courses usually emphasize the practical application of communication as a business tool-using technical reports and manuals, business letters, resumes, and applications as examples-rather than emphasize language arts skills as applied to scholarly and literary materials.

Composition, Creative Writing, Technical Writing

01101A000 - English/Composition (freshmen and sophomores)

English/Composition (freshmen and sophomores) courses are designed for freshmen and/or sophomores and build upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various forms of writing.

01102A000 - English/Composition (juniors and seniors)

English/Composition (juniors and seniors) courses are designed for juniors and/or seniors and build upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing, these courses-which emphasize word choice, usage, and writing mechanics-provide continued and advanced instruction in writing for a variety of purposes and audiences. English/Composition (juniors and seniors) courses may emphasize college or business preparation; literature study may be offered as an additional component in which students analyze examples of several genres.

01103A000 - Composition

Composition courses focus on students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expository styles as they write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although composition courses may present some opportunities for creative writing, their focus usually remains on nonfiction, scholarly, or formal writing.

01104A000 - Creative Writing

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

01105A000 - Research/Technical Writing

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

English / Literature

01051A000 - English/Literature (freshmen and sophomores)

English/Literature (freshmen and sophomores) courses are designed for freshmen and/or sophomores and typically introduce them to two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements; determination of theme and intent; and examination of vocabulary and semantics are often included in the course content. Writing assignments are required as an additional method to improve understanding and comprehension.

01052A000 - English/Literature (juniors and seniors)

English/Literature (juniors and seniors) courses are designed for juniors and/or seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve criticalthinking and analytic skills.

Literature Courses

01053A000 - Literature

Literature courses offer the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the reading selection and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses, and written compositions are often required. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people.

01054A000 - American Literature

American Literature courses focus upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required.

01055A000 - American Literature/History

American Literature/History courses integrate the study of American literature with an overview of U.S. history. These courses may also include other aspects of American culture, such as art or music. A two-year sequence or two-period per day class may be required to cover the same objectives as would be covered separately in U.S. History Overview and American Literature.

01056A000 - British Literature

British Literature courses may provide a survey of British literature or may focus on a selected timeframe of England's history. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required.

01057A000 - British Literature/History

British Literature/History courses integrate the study of British literature with an overview of the history of England. These courses may also include other aspects of British culture, such as art or music. A

two-year sequence or two-period per day class may be required to cover the same objectives as would be covered separately in English History Overview and British Literature.

01058A000 - World Literature

World Literature courses use representative literature selections from ancient and/or modern times from countries around the world. Students improve their critical-thinking skills as they comprehend the diversity of literary traditions and the influences of those traditions. Oral discussion is an integral part of literature courses, and written compositions are often required.

01060A000 - Literature of an Author

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on a particular author and his or her work. Students determine the underlying assumptions and values within the selected works; compare techniques, styles, and themes of the author; and reflect upon the time period in which the author lived. Oral discussion is an integral part of literature courses, and written compositions are often required.

01061A000 - Literature of a Genre

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

01062A000 - Literature of a Period

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on the literature written during or reflecting a particular time period (such as the French Revolution, the 1960s, or the 20th century). Students determine the underlying assumptions and values within the selected works, reflect upon the influence of societal events and social attitudes, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

01063A000 - Literature of a Place

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on a particular geographic region. Students determine the underlying assumptions and values within the selected works; study how the literature reflects the land, society, and history of the region; and may study the influence of this literature on others. Oral discussion is an integral part of literature courses, and written compositions are often required.

01064A000 - Literature of a People

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use literature written by authors who share a particular characteristic such as religion, culture, or gender. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of a common characteristic, and compare the points of view of various authors. Oral discussion is an integral part of literature courses, and written compositions are often required.

01065A000 - Literature of a Theme

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use selected literature to explore a particular theme as expressed from several points of view. Such themes might include The American Dream, Society and Self, Exploration, War and Peace, and the like.

Grammar, History of English, and Testing Proficiency

01201A000 - English Morphology and Grammar

English Morphology and Grammar courses involve the study of the English language-its roots and derivations, structure and sentence patterns, dialects, writing and spelling systems, and uses as a communication tool.

01202A000 - History of the English Language

History of the English Language courses trace the development of English, concentrating on historical and cultural influences and how the language has changed over time. Although language roots, structures, and dialects may be examined, the emphasis remains on the process of language development rather than on morphology.

01203A000 - English-Test Preparation

English-Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking. Topics covered include vocabulary, reading comprehension, and writing strategies, as well as time management, scoring procedures, and dealing with stress. Course materials may include ACT, SAT and PSAT review materials, current assessment software programs, and previous standardized examinations.

01992A000 - English Proficiency Development

English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.