

COLUMBUS CITY SCHOOLS-ENGLISH COURSE DESCRIPTIONS

GRADES 9-12

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

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

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

920010EB	ENGLISH 9	50160	Special Education
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This course is intended for 9th grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and

viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920010F	ENGLISH 9	50160	English
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This is a course code for a student using the credit flex option to take this course. District regulations for the implementation of credit flex, application, scoring, and awarding of credit apply. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920010L	ENGLISH 9	51905	ESL
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This is an ESL course intended for 9th grade, ESL students in a supported building. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920010LB	ENGLISH 9	51905	ESL
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This is an ESL course intended for 9th grade, ESL students in a supported building running a block schedule. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920010S	ENGLISH 9	50160	English
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This is a summer school course code for ENGLISH 9. Please do not use it during the school year. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic

and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

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

922020	HUMANITIES: ENGLISH 9	50160	English
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The purpose of this course is to study world history, literature, and culture in a thematic and historical context. Each major world event/movement from the 1700s to the present (Enlightenment, Industrialization, Romanticism, Imperialism, Realism, World Wars, Modernism, Cold War, Postmodernism, Globalism, and the Information Age) will link world studies topics with major and minor literary works. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 9-10 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 9-10 (reading and writing), and Social Studies (Modern World history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis. Their textual analyses of both literary and informational texts will include, but are not limited to, literary comparison (works, forms, and genres), impact of diction, non-US texts, selected US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, vocabulary acquisition, relationship of part to whole, relationship of ideas, and relationship of source material to created text. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. The course is taught using an interdisciplinary approach with faculty collaboration and/or team teaching where students have a correlating Humanities: World History 9 course.

922020B	HUMANITIES: ENGLISH 9	50160	English
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For schools implementing a block schedule. The purpose of this course is to study world history, literature, and culture in a thematic and historical context. Each major world event/movement from the 1700s to the present (Enlightenment, Industrialization, Romanticism, Imperialism, Realism, World Wars, Modernism, Cold War, Postmodernism, Globalism, and the Information

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

922030 HONORS ENGLISH 9 50160 English

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

922030B HONORS ENGLISH 9 50160 English

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

audiences using varied technologies. Student learning targets are aligned to Ohio's Learning Standards for ELA Grades 9-10 and Pre-AP 1 Big Ideas and Enduring Understandings.

929910

ENGLISH 8/9

50160

English

This is a part 2 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn and hone techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, non-US literature, seminal US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, diction, vocabulary acquisition, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8, English Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 8 and 9-10 (reading and writing) as set forth by the Ohio's Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice.

929910G

ENGLISH 8/9

50160

English

Gifted Course. This is a part 2 of a sequence of compacted ELA courses for grades 7-8-9 delivered in a virtual learning format as part of a grant program with ODE, Northwestern University, and the College of William and Mary. Students will learn and hone techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, non-US literature, seminal US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, diction, vocabulary acquisition, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grade 8, English Grades 9-10 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies, Science, and Technical Subjects Grades 8 and 9-10 (reading and writing) as set forth by the Ohio's Standards will drive student-learning objectives. Thematic alignment will be provided by essential questions related to change, conflict, and justice.

920020

ENGLISH 10

50170

English

920020B	ENGLISH 10	50170	English
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920020E	ENGLISH 10	50170	Special Education
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920020EB ENGLISH 10 50170 Special Education

920020F	ENGLISH 10	50170	English
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This is a course code for a student using the credit flex option to take this course. District regulations for the implementation of credit flex, application, scoring, and awarding of credit apply. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920020L	ENGLISH 10	51905	ESL
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This is an ESL course intended for 10th grade, ESL students in a supported building. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920020LB	ENGLISH 10	51905	ESL
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This is an ESL course intended for 10th grade, ESL students in a supported building running a block schedule. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920020S	ENGLISH 10	50170	English
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This is a summer school course code for ENGLISH 10. Please do not use it during the school year. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920020V	VCAP ENGLISH 10	50170	English
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This is a VCAP course code for ENGLISH 10. District regulations for implementation of VCAP, instruction, timing and awarding of credit apply. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

922000	HUMANITIES: ENGLISH 10	50170	English
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This course examines the history, literature, and culture of the United States of America from 1877 to the present. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 9-10 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 9-10 (reading and writing), and Social Studies (American history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis. Their textual analyses of both literary and informational texts will include, but are not limited to, literary comparison (works, forms, and genres), impact of diction, seminal US literature/documents (primary and secondary), selected non-US literature, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, vocabulary acquisition, relationship of part to whole, relationship of ideas, and relationship of source material to created text. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. The course is taught using an interdisciplinary approach with faculty collaboration and/or team teaching where students have a correlating Humanities: American History 10 course.

922000B	HUMANITIES: ENGLISH 10	50170	English
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For schools implementing a block schedule. This course examines the history, literature, and culture of the United States of America from 1877 to the present. The humanities approach looks at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 9-10 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 9-10 (reading and writing), and Social Studies (American history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis. Their textual analyses of both literary and informational texts will include, but are not limited to, literary comparison (works, forms, and genres), impact of diction, seminal US literature/documents (primary and secondary), selected non-US literature, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea,

point of view, purpose, organization, illustrations/visuals, argument, vocabulary acquisition, relationship of part to whole, relationship of ideas, and relationship of source material to created text. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. The course is taught using an interdisciplinary approach with faculty collaboration and/or team teaching where students have a correlating Humanities: American History 10 course.

922040 HONORS ENGLISH 10 50170 English

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

922040B HONORS ENGLISH 10 50170 English

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

920030 ENGLISH 11 50180 English

This is the standard course intended for 11th grade regular education students taught by a regular education teacher. Students will learn and hone techniques for reading and

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

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

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

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

920030F	ENGLISH 11	50180	English
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This is a course code for a student using the credit flex option to take this course. District regulations for the implementation of credit flex, application, scoring, and awarding of credit apply. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920030L	ENGLISH 11	51905	ESL
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This is an ESL course intended for 11th grade, ESL students in a supported building. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920030LB	ENGLISH 11	51905	ESL
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This is an ESL course intended for 11th grade, ESL students in a supported building running a block schedule. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920030S	ENGLISH 11	50180	English
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This is a summer school course code for ENGLISH 11. Please do not use it during the school year. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and

listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920030V VCAP ENGLISH 11 50180 English

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

925000 ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION 50190 English

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

925000B ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION 50190 English

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

show evidence of high achievement, motivation, and maturity. The school will determine specific evidence requirements.

924530 INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE SL 11 320200 English

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

924570 INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE HL 11 320200 English

The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The model is the same for SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. • Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions. In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL. This is a two-year course. Students take the IB examination at the end of Grade 12.

924570B INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE HL 11 320200 English

This is the block course for IB English A Literature HL 11. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. The model is the same for SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. • Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied. • Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions. In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL. This is a two-year course. Students take the IB examination at the end of Grade 12.

922010**AMERICAN HUMANITIES-ENG****50170****English**

Grades 11 or 12. American Humanities extends and focuses on American history and literature. The humanities approach looks at humankind's cultural legacy—the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 11-12 (reading and writing), and Social Studies (American history) as set forth by Ohio's Learning Standards will drive student-learning objectives. Students will hone close reading, writing, textual citation, formal and informal speaking, and analysis skills. Their analyses of both literary and informational texts will include, but are not limited to, text structure, two or more themes/central ideas, story elements, 18th/19th/early 20th century documents/themes/topics, seminal US texts, point of view, purpose, organization, diction, vocabulary acquisition, illustrations/visuals, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. They will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce a variety of clear, coherent writings (narrative story, narrative description, informational/explanatory, argument) for a range of tasks, purposes, and audiences using varied technologies. Ideally, classes are taught through team teaching and/or faculty collaboration in conjunction with American Government in a two-period, continuous class block. This course will satisfy the English 11 requirement or provide one academic elective credit.

C92001 KENYON ARTICULATION PROGRAM ENGLISH 50190 English

Grades 11-12. Weighted. KAP English in association with Kenyon College has two main purposes: • to develop accurate, perceptive reading through close study of major texts representing various literary genres from different literary periods as well as varied gender and cultural perspectives; • to develop fluent, precise writing through preparation of twelve to sixteen

typed papers, most addressing the texts studied. This program not only permits students to earn college placement and credit before leaving high school, but also imitates as closely as possible a college environment through the nature and scope of the readings, through the writing assignments, and by conducting the class as a seminar. This course may be combined with Writer's Seminar. Prerequisite: Students need an application and/or recommendation from the teacher.

923500	AFRICAN AMERICAN LITERATURE	50300	English
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Grades 11-12. Students will rigorously engage in close reading, writing, textual citation, critical discussion, and careful analysis of literature produced by African American writers from 1750s (Phillis Wheatley) through today. Each major work is studied critically and textually in its historical, social, philosophical, biographical, and canonical contexts, as a symptom of cultural change and in relation to developing a cultural identity. Students will write routinely using standard English over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce a variety of clear, coherent writings (narrative story, narrative description, argument, analysis, informational/explanatory, reflection, description, research, criticism, explication, poetry) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

923500B	AFRICAN AMERICAN LITERATURE	50300	English
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Grades 11-12. This course number is for schools implementing a block schedule. Students will rigorously engage in close reading, writing, textual citation, critical discussion, and careful analysis of literature produced by African American writers and African-centered literature from 1750s (Phillis Wheatley and Frederick Douglass) through today. Each major work is studied critically and textually in its historical, social, philosophical, biographical, and canonical contexts, as a symptom of cultural change and in relation to developing a cultural identity. Students will write routinely using standard English over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce a variety of clear, coherent writings (narrative story, narrative description, argument, analysis, informational/explanatory, reflection, description, research, criticism, explication, poetry) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

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

920040B ENGLISH 12 50190 English

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

920040E ENGLISH 12 50190 Special Education

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

920040EB ENGLISH 12 50190 Special Education

This course is intended for 12th grade, special education students, taught by a special education teacher. This code is for schools operating a block schedule. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and

listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920040L ENGLISH 12 51905 ESL

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

920040LB ENGLISH 12 51905 ESL

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

920040S ENGLISH 12 50190 English

This is a summer school course code for ENGLISH 12. Please do not use it during the school year. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction, poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

920040V VCAP ENGLISH 12 50190 English

This is a VCAP course code for ENGLISH 12. District regulations for implementation of VCAP, instruction, timing and awarding of credit apply. Students will learn and hone techniques for reading and comprehending grade-level texts; writing routinely for shorter and extended time-frames in narrative, argumentative, informative/explanatory, and analytical modes for a range of tasks, purpose, and audiences using varied technologies; engaging in academic speaking/listening using varied technologies; and mastering language/grammar/composition conventions. The course will offer both thematic and novel-based units that include a variety of text selections (literary and informational, classic and contemporary, fiction and nonfiction,

poetry/prose/drama) representing diverse cultures and viewpoints. Student learning targets for English Grades 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will drive student-learning objectives.

925010 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION 50190 English

This course is for regular and gifted students in Grade 12, but may be used at Grade 11. It is a weighted course. Advanced Placement English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature, particularly those of recognized literary merit from various genres, cultures, and periods. Students will use close reading, critical questioning, thoughtful discussion, and analytical writing to deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will identify, analyze, and evaluate a text's structure, style, and themes as well as smaller-scale elements and devices such as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays that increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Broad student learning targets for this course are set forth by College Board (AP English Literature and Composition: The Course). This course is the equivalent of an introductory college course and may result in college credit depending on the student's score on the required Advanced Placement Examination. Prerequisite: Potential students should enjoy reading and writing and be proficient, if not advanced, in this area of study. Students should show evidence of high achievement, motivation, and maturity. The school will determine specific evidence requirements.

925010B ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION 50190 English

This course is for regular and gifted students in Grade 12, but may be used at Grade 11. It is a weighted course taught in a block schedule. Advanced Placement English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature, particularly those of recognized literary merit from various genres, cultures, and periods. Students will use close reading, critical questioning, thoughtful discussion, and analytical writing to deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will identify, analyze, and evaluate a text's structure, style, and themes as well as smaller-scale elements and devices such as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays that increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Broad student learning targets for this course are set forth by College Board (AP English Literature and Composition: The Course). This course is the equivalent of an introductory college course and may result in college credit depending on the student's score on the required Advanced Placement Examination. Prerequisite: Potential students should enjoy reading and writing and be proficient, if not advanced, in this area of study. Students should show evidence of high achievement, motivation, and maturity. The school will determine specific evidence requirements.

923510 MAJOR BRITISH WRITERS SEMINAR 50190 English

Grade 12. Students will rigorously engage in close reading, writing, textual citation, critical discussion, and careful analysis of literature produced by English writers from *Beowulf* to the end of the Victorian Era. Each major work is studied critically and textually in its historical, social, philosophical, biographical, and canonical contexts, as a symptom of cultural change. Students will write routinely using standard English over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to

produce a variety of clear, coherent writings (narrative story, narrative description, argument, analysis, informational/explanatory, reflection, description, research, criticism, explication, poetry) for a range of tasks, purposes, and audiences using varied technologies which will demonstrate an advanced level of writing proficiency. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) and Literacy in History/Social Studies 11-12 (reading and writing) as set forth by Ohio's Learning Standards will set the baseline for student-learning objectives.

923510B MAJOR BRITISH WRITERS SEMINAR 50190 English

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

924540 INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE SL 12 320200 English

IB English SL 12 Prerequisites: Humanities English 10 or English 11 and Junior status. Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. The model for language A: literature is the same as SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

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

924580 INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE HL 12 320200 English

Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in

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

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

924580B INTERNATIONAL BACCALAUREATE ENGLISH A LITERATURE HL 12 320200 English

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

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

920510

SPEECH COMMUNICATION

50500

Elective

Grades 11-12. The study of communication in this course will include, but is not limited to, the communication process, speaking to inform (expository and process), speaking to persuade,

competition speaking (impromptu, extemporaneous), debate, speaking for special occasions (graduation, acceptance, after-dinner), oral interpretation (prose, poetry, dramatic, humorous), interviewing (college and career), group discussion (meeting, symposium, parliamentary procedure), and formal/informal theater (reader's theater, storytelling). Students will read, discuss, and respond in writing and orally to informational and literary texts and they will be developing and delivering numerous (20+) speeches and presentations. The goals of this course are to help students understand the communication process in formal settings; to educate students about the relationship between speech content, organization, purpose, style, audience, and delivery; to introduce and hone speechmaking skills through practice; to provide students with an opportunity to research, plan, deliver, and critique speeches; and to get students interested in and/or competing in Forensics. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will align with student-learning objectives.

920505 SPEECH COMMUNICATION X 50500 Elective
 Grades 11-12. Semester Course. The study of communication in this course will include, but is not limited to, the communication process, speaking to inform (expository and process), speaking to persuade, competition speaking (impromptu, extemporaneous), and debate. Students will read, discuss, and respond in writing and orally to the informational and literary texts and they will be developing and delivering numerous (10+) speeches and presentations. The goals of this course are to help students understand the communication process in formal settings; to educate students about the relationship between speech content, organization, purpose, style, audience, and delivery; to introduce and hone speechmaking skills through practice; and to provide students with an opportunity to research, plan, deliver, and critique speeches. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) set forth by Ohio's Learning Standards will align with student-learning objectives.

920515 SPEECH COMMUNICATION Y 50500 Elective
 Grades 11-12. Semester Course. The study of communication is designed to build upon experiences from the SPEECH COMMUNICATION X (**920505**) course. This course will include, but is not limited to, the communication process, debate, speaking for special occasions (graduation, acceptance, after-dinner), oral interpretation (prose, poetry, dramatic, humorous), interviewing (college and career), group discussion (meeting, symposium, parliamentary procedure), and formal/informal theater (reader's theater, storytelling). Students will read, discuss, and respond in writing and orally to the informational and literary texts and they will be developing and delivering numerous (10+) speeches and presentations. The goals of this course are to help students understand the communication process in formal settings; to educate students about the relationship between speech content, organization, purpose, style, audience, and delivery; to introduce and hone speechmaking skills through practice; to provide students with an opportunity to research, plan, deliver, and critique speeches; and to get students interested in and/or competing in Forensics. Student learning targets for English 11-12 (reading, writing, speaking and listening, and language) as set forth by Ohio's Learning Standards will align with student-learning objectives.

921000 WRITERS SEMINAR 50400 Elective
 This course is designed to rigorously improve the sophistication, style, language, and voice of each writer. Students will participate in the following daily workshop activities: examining and discussing professional writing models as well as pre-writing, multiple drafting, revising, editing, and publishing their own works. Students will engage in close reading of novels, short stories, poems, articles on writing, etc. to develop a sense of what constitutes great writing and how it is produced. Student learning targets for English 9-12 (reading, writing, speaking and listening, and language) as set forth

by Ohio's Learning Standards will set the baseline for student-learning objectives. This course is designed to provide writing opportunities for students who have demonstrated interest and proficiency in writing. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

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

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

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

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

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

921500EB READING/WRITING IN YOUR CAREER 50014 Special Education
This course is intended for special education students, taught by a special education teacher. This code is for schools operating a block schedule. This course is designed to prepare students for the reading and writing demands of the workplace. Special focus will be placed on

the critical and technical demands of career work. Class size will be kept small, with flexible individual and group instruction.

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

921520	COLLEGE/CAREER READY LITERACY	50014	Elective
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Grades 9-12. This course is designed to aid any student reading two or more years below grade level in making gains toward college and career readiness. Students will engage in a systematic, specific, progressive, reading intervention program such as Achieve3000– or similar resource -- that uses adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Student learning targets are set forth by the specific program with alignment to Ohio’s Learning Standards for English Language Arts. This course is repeatable.

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

State Code 50119 --Intervention Reading

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

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

925500	PUBLICATIONS IN NEWSPAPER	300040	Elective/Technology
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Grades 9-12. Students in this course will be responsible for the publication of the high school newspaper. This course is designed to teach all elements of newspaper production. Students will participate in the entire program, which will include news writing, feature and opinion writing, in-depth reporting, editorial cartooning, editing, layout, design, and desktop publishing. In addition, students will assist with financial management, newspaper circulation, and other necessary supportive tasks. Students will adhere to professional journalistic standards and ethics. They will report news of interest and relevance to the school community as well as provide a forum for the expression of opinion within that community. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

925510	PUBLICATIONS IN YEARBOOK	300040	Elective/Technology
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Grades 9-12 This course is designed to enable students to plan, design, and produce a successful yearbook. This course will include coverage of content, common layout and design applications, copy preparation procedures, theme development, and advertising and marketing techniques. Students will work as part of a team, meeting deadlines throughout the year, and potentially into the summer. Consequently, a yearbook staff member must be responsible and self-motivated. This course is repeatable. Prerequisite: Students need an application and/or recommendation from the teacher.

925510F PUBLICATIONS IN YEARBOOK 300040 Elective/Technology

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

929050 AIR TEST PREP-ENGLISH 50119 Elective

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

929055 AIR TEST PREP-ENGLISH 50119 Elective

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

923005 OGT READING-WRITING TEST PREP 50119 Elective

This course is designed to prepare students for the Ohio Graduation Tests in Reading and Writing. Students will engage in computer-based and face-to-face individualized instruction as part of a data-driven curriculum. Student learning targets are aligned to Ohio Learning Standards for English Language Arts 9-10.

993010 READING/WRITING OGT PREP 50114 Elective

This course is designed to prepare students for the Ohio Graduation Tests in Reading and Writing. Students will engage in computer-based and face-to-face individualized instruction as part of a data-driven curriculum. Student learning targets are aligned to Ohio's Learning Standards for English Language Arts 9-10.

993015 READING/WRITING OGT PREP 50119 Elective

This course is designed to prepare students for the Ohio Graduation Tests in Reading and Writing. Students will engage in computer-based and face-to-face individualized instruction as part of a data-driven curriculum. Student learning targets are aligned to Ohio's Learning Standards for English Language Arts 9-10.

993015E READING/WRITING OGT PREP 50119 Special Education

This course is designed to prepare special education students for the Ohio Graduation Tests in Reading and Writing. Students will engage in computer-based and face-to-face individualized instruction as part of a data-driven curriculum. Student learning targets are aligned to Ohio's Learning Standards for English Language Arts 9-10.

993015EB READING/WRITING OGT PREP 50119 Special Education

Block schedule. This course is designed to prepare special education students for the Ohio Graduation Tests in Reading and Writing. Students will engage in computer-based and face-to-face individualized instruction as part of a data-driven curriculum. Student learning targets are aligned to Ohio's Learning Standards for English Language Arts 9-10.