

ENGLISH DEPARTMENT

Mrs. Elizabeth Marcotte, English Program Administrator
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English Graduation Requirement: 4 Years / 20 Credits

Course Title	Level	Course Number	Grade Level	Semester	# of Periods	Credits
English I	Introductory	0102/ 7802*	9	All	4	5
English I	College Prep	0103	9	All	4	5
English I	Honors	0104	9	All	4	5
English I	High Honors	0105	9	All	4	5
English II	Introductory	0202	10	All	4	5
English II	College Prep	0203	10	All	4	5
English II	Honors	0204	10	All	4	5
English II	High Honors	0205	10	All	4	5
English III: American Perspectives	Introductory	0302	11	All	4	5
English III: American Perspectives	College Prep	0303	11	All	4	5
English III: American Perspectives	Honors	0304	11	All	4	5
AP Literature and Composition	Advanced Placement	0305	11	All	4	5
English IV: Composition and Literature	College Prep	0463	12	All	4	5
English IV: British Literature	Heterogeneous	0400	12	All	4	5
English IV: Creativity and Culture	Heterogeneous	0410	12	All	4	5
English IV: Global Voices	Heterogeneous	0420	12	All	4	5
English IV: African American Literature	Heterogeneous	0430	12	All	4	5
English IV: Asian American Literature	Heterogeneous	0440	12	All	4	5
Creative Writing	Heterogeneous	0540	9-12	All	2	2.5
Film Analysis	Heterogeneous	0530	11-12	All	2	2.5

Digital Storytelling & Journalism	Heterogeneous	0620	9-12	All	2	2.5
World Mythology	Heterogeneous	0590	9-12	All	2	2.5
Writing Essentials I	Heterogeneous	0630	9	All	2	2.5
Writing Essentials II	Heterogeneous	0660	10	All	2	2.5

****Team recommendation required.***

Required Text:

For information regarding required texts and additional literary selections for English classes, please consult the course syllabi on the [Bedford High School web page](#).

Students must take at least five credits in English during each academic year. Course failure of English I, II, or III must be made up in summer school or repeated the following academic year. Doubling English graduation requirement courses is permitted in Grade 12 ONLY.

ENGLISH I

The English I course sets the foundation for reading, writing, and literary analysis at the high school level. Guided by such essential questions as “What shapes personal identity?” and “What role does empathy play in combating prejudice?” students investigate multiple genres, including epic poetry, memoir, drama, and the novel. The hero’s journey archetype, central to the course, is the first critical lens introduced in the four-year curriculum and is revisited in subsequent courses. Students write for a variety of purposes including literary analysis, creative expression, and argument. The course culminates with the student-driven I-Search project, which combines inquiry, research and reflection.

ENGLISH I

High Honors

Course # 0105

This course requires intellectual initiative and independence in order to succeed and grow. Skills to be developed include practicing insightful self-reflection and effective peer response, applying strategies for revising written work, and reading closely, actively, and interpretively. Students will participate pro-actively in small group work and class discussions. Students recommended for this course should have exceptional skills in reading and writing.

ENGLISH I

Honors

Course # 0104

This course allows for individual growth within a structured learning environment with the aim of refining students’ communication skills and developing greater independence. Skills to be developed include applying the writing process to encourage fuller development and deeper analysis of a given topic, reading interpretively and inferentially, and conducting a research project. Students will participate effectively in small group work and class discussions and will hone test-taking skills needed for the MCAS examination and other such assessments. Reading skills at or above grade level and the ability to independently draft a focused response supported by evidence are essential for student success in this course.

ENGLISH I

College Prep

Course # 0103

This course offers a highly structured approach to this thematic study of literature and moves at a pace that allows for student support. The course focuses on applying the writing process to improve organization, clarity, and mechanics. Skills to be developed include applying strategies to improve reading comprehension and interpretation, making inferences, writing three-part essays, practicing peer response, and conducting a research project. Students will participate effectively in small group work and class discussions and will hone test-taking skills needed for the MCAS examinations and other such assessments. Students taking this course should be reading at grade level.

ENGLISH I

Introductory

Course # 0102

This course offers a highly structured study designed to strengthen basic reading and writing skills. Lessons focus on essential elements of effective communication – reading comprehension, clarity in writing, active listening, and confidence when speaking. Particular attention is paid to vocabulary development, sentence construction, paragraph unity, organizational skills, information retrieval, and test-taking skills needed for the MCAS examination and/or other such assessments.

ENGLISH I

Introductory

Course # 7802

Team recommendation needed.

This course offers a structured thematic study of literature designed to strengthen basic reading and writing skills. Lessons are highly structured and focus on basic communication skills – reading comprehension, clarity in writing, active listening, and confidence when speaking. Particular attention is paid to vocabulary development, sentence construction, paragraph unity, organizational skills, information retrieval, and test-taking skills needed for the MCAS examination and/or other such assessments.

ENGLISH II

The English II course is designed to develop further the reading, writing, and analysis of grade 9 by exploring different critical approaches to literature. Texts are drawn from multiple genres, including drama, poetry, non-fiction, novels, and memoirs. Students develop inferential reading skills and compose essays of literary interpretation that assert and defend a position. The culminating project requires students to analyze a film and write a research paper about it.

ENGLISH II

High Honors

Course # 0205

Students enrolled in this course should have superior reading skills, excellent motivation and time management, strong language aptitudes, and the ability to write exceptional three-part essays [10] Skills developed include reading analytically and inferentially, writing essays of analysis and interpretation, sharpening peer editing skills and writing an extensive research paper. Students also review test-taking skills needed for the 10th grade MCAS examination and other such assessments.

ENGLISH II

Honors

Course # 0204

Students selecting this course should have average or above average grade level reading abilities and be able to write a strong three-part essay. Students develop inferential reading skills, write essays of literary interpretation, and produce a formal research paper. Students also reinforce test-taking skills needed for the 10th grade MCAS examination and other such assessments.

ENGLISH II

College Prep

Course # 0203

This course continues to enhance communication skills including reading, writing, listening, and speaking. Basic writing skills – organization, clarity and mechanics – are strengthened. Reading skills should be average for this grade level. Skills developed include reading interpretively, writing expository essays and narrative papers, practicing peer review, writing a research paper, and practicing test-taking skills needed for the 10th grade MCAS examination and other such assessments.

ENGLISH II

Introductory

Course # 0202

This course provides the opportunity to improve reading, writing, and vocabulary skills. Emphasis will be placed on the student's demonstrating reading skills, writing cohesive three-part essays, learning assigned grammar and vocabulary units, and applying the basic techniques of writing a research paper. Students also practice test-taking skills needed for the 10th grade MCAS examination and other such assessments.

ENGLISH III: AMERICAN PERSPECTIVES

The American Perspectives course junior year considers the ways in which the diversity and multiplicity of American perspectives are reflected in its various literatures, including traditional core texts, works of ethnic groups such as Native American, Asian-American, and African American as well as regional pieces from the South, Northeast, West, and Midwest. Considerable attention is given to how these various perspectives enrich student understanding of the term "American culture." A student in this course should be prepared to approach literary analysis using different critical lenses, building on skills and understandings presented in English I and English II. Students will move toward greater independence as they develop their abilities to engage with works of literature and express their ideas clearly both orally and in writing. In their culminating assessment, students will examine the work of an American writer and explore various interpretations that illuminate the writer's style. With the insights they have developed, students will create a work in the style of the writer they have studied.

AP LITERATURE AND COMPOSITION**Advanced Placement****Course # 0305**

A student in this course should be prepared to approach literary analysis as argument and to research independently the historical and cultural backgrounds necessary to understanding these various perspectives. A student enrolling in this course should show mastery over the three-part literary, expository and narrative essay. Additionally, students will be given the opportunity to practice AP Literature and Composition multiple choice and essays in preparation for the exam in the spring.

ENGLISH III: AMERICAN PERSPECTIVES**Honors****Course # 0304**

Students selecting this course should have reading skills at or above grade level and be able to compose an effective three-part expository essay. Skills developed include reading inferentially, developing literary analysis through composition and discussion, producing a formal research paper, practicing test-taking skills for the PSAT and SAT exams, and relating course content to U.S. History II.

ENGLISH III: AMERICAN PERSPECTIVES**College Prep****Course # 0303**

This course is structured and paced to allow for additional student support in comprehension, analysis and synthesis.

Students selecting this course should have reading skills at grade level and be able to write a three-part expository essay. Skills developed include reading inferentially, writing essays of literary interpretation, practicing test-taking skills needed for the PSAT and SAT, and relating course content to U.S. History II.

ENGLISH III: AMERICAN PERSPECTIVES**Introductory****Course # 0302**

Since this course is designed to remediate English skills, the student must demonstrate, either through standardized test scores or teacher recommendation, a need for placement at this level. Skills developed include reading for comprehension, recognizing patterns of development in reading, distinguishing fact from opinion, and building vocabulary skills.

ENGLISH IV: SENIOR ENGLISH MAJOR COURSES

All six senior English courses incorporate literature from various perspectives and genres; students will explore what it means to be a human and how perspectives shape and alter truth. These courses help students develop independent, informed and creative thinking through student-led class discussions, expository, and creative writing opportunities, and rich independent reading. Grounded in close reading, each of the courses will help students examine multiple perspectives, leading to thoughtful judgments, conclusions, and evaluations. In the heterogeneous courses, all students will have access to academically challenging learning opportunities. Teachers will organize their classrooms in a way that supports and encourages all students to participate in intellectually rigorous activities. Various group work models, literature circles, and other thoughtfully designed classroom structures and scaffolds will ensure that all students have equal access to the material studied.

ENGLISH IV: COMPOSITION AND LITERATURE**College Prep****Course #0463**

This course is designed around an intensive review of reading comprehension of both nonfiction and fiction, analytical writing, and personal writing. The texts selected will focus on the connection between literature and the human condition, and students will work together to create a community of collaborative learning. The needs of the students help determine the focus of the class, and students will receive significant individualized attention around specific skill areas.

ENGLISH IV: BRITISH LITERATURE**Heterogeneous****Course #0400**

British Literature is a literature based survey course that begins with Beowulf, the story of an Anglo-Saxon warrior-hero, and travels through time exploring historical contexts, philosophical perspectives, and archetypal or universal themes, such as the Hero, the Quest or Task, and the Fall. King Arthur, Hamlet, and Dr. Frankenstein all make an appearance. The curriculum will highlight the following topics: the power of storytelling; perseverance in the face of adversity; the impact of culture and history on narrative; the evolution of the hero; honor, revenge, and redemption; and the blending of myth and religion.

ENGLISH IV: GLOBAL VOICES**Heterogeneous****Course #0420**

Global Voices focuses on increasing literacy in topics of worldwide import through reading and writing about award-winning literature from Asia, Africa, South America, and Europe. Readings are chosen from all genres: novel, poetry, drama, memoir, short story, essay, news media, and non-fiction. In addition to required texts, independent reading and remaining apprised of unfolding world events are required. The curriculum will highlight the following topics: empathy, cultural lenses, revolution and rebellion, immigration, social justice, and the power of storytelling.

ENGLISH IV: CREATIVITY AND CULTURE**Heterogeneous****Course #0410**

This interdisciplinary team-taught course focuses on the creative endeavors of writers, artists, and composers in various time periods. We will explore how the human imagination has responded to the most enduring questions we encounter, such as “What does it mean to belong?” and “How does perspective shape and alter truth?” Study is hands on and inquiry-based and focuses on the ways in which the arts shape and reflect the cultures in which they are made. The course takes a broadly chronological approach, beginning with a brief look at the foundations of Western culture and the European Middle Ages and continuing up to the present; in later units, students consider the art of non-western cultures and the impact of new media, globalization, and commercialization upon the arts today. In addition to analyzing works of art, music, and literature, students will have multiple opportunities to do creative and expressive work, culminating in an end-of-year creative project.

ENGLISH IV: AFRICAN-AMERICAN LITERATURE**Heterogeneous****Course #0430**

The focus of this course is on the development of black writing in America, from the colonial to the contemporary. The readings, both fiction and nonfiction, cover a panoply of experiences—from slavery to the riches of the Harlem Renaissance, and from the struggles against institutional racism, to the fight for civil rights. The course will close with African-American contributions to contemporary life and literature. Sample texts and excerpts include *Narrative of the Life of Frederick Douglass*, *I Know Why the Caged Bird Sings*, and *Friday Night Lights*.

ENGLISH IV: ASIAN-AMERICAN LITERATURE**Heterogeneous****Course #0440**

Drawing from works such as Bill Moyer’s *Becoming American: The Chinese Experience*, Helen Zia’s *Asian American Dreams*, the fiction and nonfiction collection *Growing Up Asian American*, and Gene Luen Yang’s graphic novel *American Born Chinese* as well as an assortment of documentaries, feature films, and online resources, students will examine the Asian-American experience and investigate their impact on America and, conversely, the impact life in America has had on them. Students are encouraged to bring in their own families’ immigration stories to compare with those explored in the class curriculum. Guest speakers and field trips will also be important aspects of the course. One of the goals of the class is to supplement the existing curriculum taught in American Perspectives and American History.

ENGLISH ELECTIVE COURSES**English elective courses do not satisfy the English graduation requirement****CREATIVE WRITING****Heterogeneous****Course # 0540****Prerequisite: None**

Students who enroll in this course should have a strong interest in honing their fiction writing skills. The goal will be the completion of at least one publishable short story per quarter and the building of a portfolio of fiction over the course of the year. In preparation, students will complete various writing exercises with the aim of taking a more deliberate approach to the crafting of fiction. They will explore every aspect of composition—point of view, description, narrative techniques, dialogue, and characterization. Considerable class time will be spent critiquing each other’s drafts in a writing workshop; therefore, students must be open to giving and receiving constructive feedback.

FILM ANALYSIS**Heterogeneous****Course # 0530****Prerequisite: Students should complete English II, during which they will have completed the film unit and the related research paper.**

The course is designed to introduce students to the various elements of cinema and filmmaking. By learning about the conventions, the major genres (drama, science fiction/fantasy, war/anti-war, etc.), the processes of analysis, and cinematic techniques, students will gain a fuller understanding of filmmaking and criticism. Students will view both classic films and new releases. Projects may also include students shooting and editing their own film trailers.

DIGITAL STORYTELLING AND JOURNALISM**Heterogeneous****Course #0620****Prerequisite: None**

How do we tell stories in the digital age? In the era of the 24-hour news cycle, how can we effectively use digital media to entertain, persuade, and inspire our audiences? This course will introduce students to a wide variety of multimedia tools and applications used to tell stories (both fiction and nonfiction), and will engage them in examination and critique of examples pulled from contemporary media. Students will learn how to write and organize digital content; how to shoot and edit digital photos; how to gather and edit audio; how to use technology to create engaging documentaries, short films, PSAs, news stories, etc.; and how to share their work to a wide audience.

WORLD MYTHOLOGY, FOLKLORE, AND LEGEND**Heterogeneous****Course #0590**

Prerequisite: None

Students in this course will study mythology, folklore, and legends from a variety of world cultures and eras. Students will read, analyze, discuss, and write about mythology and its continued relevance to contemporary issues and texts, as well as investigate connections and similarities between cultures. Students should anticipate considerable reading in this course. Relevant films, vocabulary, and exhibits will be explored. Curiosity about and interest in comparative ancient belief systems are essential.

WRITING ESSENTIALS I

Heterogeneous

Course # 0630

Prerequisite: Recommendation from English teacher (Grade 9)

This course provides freshmen with expository writing support in terms of organization and the writing process. Throughout the year when appropriate, students may bring writing assignments from other classes and/or receive instructional help from an English teacher. Since each class member will be working at his or her own writing level, this class is appropriate for students needing remedial work in specific, targeted areas. It is strongly recommended for students who seek additional help with the MCAS-Language Arts test required for high school graduation.

WRITING ESSENTIALS II

Heterogeneous

Course # 0660

Prerequisite: Recommendation from English teacher or Guidance Department (Grade 10)

This course provides sophomores, or students in Grades 11 and 12 who have not passed the Grade 10 ELA MCAS exam, with expository writing support in terms of organization and the writing process. Throughout the year when appropriate, students may bring writing assignments from other classes and/or receive instructional help from an English teacher. Since each class member will be working at his or her own writing level, this class is appropriate for students needing remedial work specific, targeted areas.. It is strongly recommended for students who seek additional help with the MCAS-Language Arts test required for high school graduation.