

Oscoda Area Schools English Department Handbook



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Common Core Essential Understandings for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text

10. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Common Core Essential Understandings for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Common Core Essential Understandings for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Essential Understandings for Language Usage

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expres

[OAS Academic Vocabulary by Grade Level](#)

Oscoda Area High School ELA Department Policies

Late Work: It is important that work is turned in on time. Failure to complete work, or to do so in a timely fashion, may place you in Lunch Workshop or After School Workshop in an effort to help you meet *future* deadlines. This does not mean that late work will earn partial credit; it won't. Students will be allowed a set number of late assignments per marking period (see table below). These assignments must be turned in **within two days** of the original due date with no point deduction for lateness. The grace period is meant to allow for forgotten homework or an unusual circumstance. Additional late assignments will earn zero points. **Some assignments (eg. group assignments or assignments completed over an extended period) will not be accepted late, regardless of attendance.** If an assignment falls into one of these categories, students will be informed of this at the time the assignment is made.

Course	Late Assignments per Marking Period	Grace Period
English 9	3	2 days
English 10	2	2 days
English 11	2	2 days
English 12	1	2 days
All Honors Courses	1	2 days

*All middle school grade levels will be subject to their own school-wide policies regarding late assignments and deductions.

High School Test Out / Comp. Out Policies:

Test Out ("Testing Out" is a term applied to the following situation: A student takes a class and does not pass. S/he can then attempt to "test out" of the course).

If a student scores 78%+ on all portions of the final exam, s/he will take an E in the class, but will earn credit as a test-out.

- If the student does not earn the 78%, s/he needs to retake the class.

Comp. Out (A student chooses to attempt to earn credit prior to taking the class. This may only be attempted once).

Two dates will be set aside for this process, one during the first week of August and the other in mid-January. Several department members will be present to assess student work. Students should submit their written work **a week prior** to the meeting to ensure time for review.

Students apply for the comp. out process through the counselor's office and receive instructions for the portfolio / assessments. For the first semester, applications should be completed by the end of the previous school year. Applications are due by Dec. 1st for the second semester. A study guide will not be provided. The comp. out process will include a grammar component, a reading comprehension test, a speech/presentation, and writing selections.

Plagiarism of any kind will prevent a student from earning credit on Test Out or Comp. Out.

Academic Honesty

One important function of education is to foster in students the desire to become active learners and problem solvers. Acts of cheating or plagiarism are acts of dishonesty. These acts are choices that limit ability to be successful with both academic and career goals. Copying enables a student to turn something into the teacher, but, in the process, the student has not engaged in the critical thinking or problem solving that led to the answer. It is in these processes where learning occurs. Copying an answer, substituting a reading guide (e.g., Spark Notes) for the reading itself, or plagiarizing an essay limits the development of skills.

Plagiarism is defined as the act of borrowing and then passing off as one's own the ideas, language, or data from an outside source. If, for example, you have included in your essay a statistic from a scientist or a quotation from a politician or a scholar, you must cite that information using MLA guidelines (or APA, depending on course) for parenthetical citation. Even where you have paraphrased or summarized a writer's language, you must provide a citation. If you are uncertain whether or not information included in your essay requires a citation, ask your teacher or simply follow this basic rule: when in doubt – cite! Purdue's Online Writing Lab provides easy to follow guides for citing in MLA / APA format. You will find the website at the following address: <http://owl.english.purdue.edu/owl/resource/747/01/>.

<p>FORMS OF ACADEMIC DISHONESTY (EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING): Academic dishonesty is an act in which a student:</p>	<p>Examples include but are not limited to:</p>
<p>1. Commits plagiarism</p>	<ul style="list-style-type: none"> • Copying any work assigned to be done independently • Copying or closely paraphrasing sentences, phrases, or passages from a source while writing a paper or doing research • Using the views, opinions, or insights of others without proper acknowledgement

<p>2. Submits falsified or invented work/information instead of actually doing the work, research, or task</p>	<ul style="list-style-type: none"> • Changing or creating data in a written report • Writing a fake interview • Lying about attendance or ability to complete assignments and/or assessments • Claiming credit for work in a group project when work was done by others • Attempting to misrepresent the authorship of student work, i.e., having someone else write a paper
<p>3. Uses unauthorized tools or materials in any academic work</p>	<ul style="list-style-type: none"> • Accessing and/or using copyrighted test bank questions or any materials designed for instructors' use only • Looking at someone else's work product, during an exam, test, or quiz • Collaborating on an exam, test, quiz or assignment with any other person without prior approval from the teacher • Using any kind of "cheat notes" during an exam, test, or quiz • Using an electronic device (cell phone, camera, laptop/tablet, or other device) to give or receive or copy information before, during, or after an exam, test, or quiz • Having unauthorized access to or using stolen exams, tests, or quizzes • Providing or selling exam, test, or quiz information to other students
<p>4. Misused or falsified academic documents</p>	<ul style="list-style-type: none"> • Altering a transcript or report card • Signing another person's name to an attendance roster or grade check
<p>5. Purposefully damages or hinders the work of others</p>	<ul style="list-style-type: none"> • Tampering with electronic files of another student.
<p>6. Assists other students in any of these acts</p>	<ul style="list-style-type: none"> • Knowingly allowing someone else to look at one's work during an exam, test, or quiz • Letting others copy one's work

CONSEQUENCES FOR VIOLATIONS:

First Offense

- The student will receive a zero on the assignment, exam, test, or quiz without the option of re-doing the assignment.
- Within two school days of becoming aware of the incident, the teacher will confer with the student and contact the parent/guardian by phone to review the academic dishonesty incident.
- A conference will be held with an administrator, parent/guardian, teacher, counselor, and student, and the incident/follow-up action will be documented in Skyward.
- Disciplinary action may include, but is not limited to, a warning and a signed student/parental statement that acknowledges the violation/penalty, and indicates an understanding of further consequences for any subsequent offenses.
- The student may be barred from participation or having a leadership role in a club, scholarship group, student government, athletic team, or other extracurricular activity for a period of time to be determined by administration.

Second Offense

Consequences include those listed for the first offense, as well as:

- The student will be given a letter grade of “E” for the semester and will fail the class.
- The student will be suspended from school in the form of an “ISS” or “OSS” to be determined by administration.

Appeals Process

Students wishing to contest decisions resulting from the administration OHS Academic Honesty Policy may submit their appeals to the principal in writing.

SHARED RESPONSIBILITIES FOR ACADEMIC HONESTY

Student Responsibilities

The student will:

- protect work—do not lend or borrow work
- not look at another’s test or allow his or her test to be seen
- not represent as his or her own the work of a parent, brother, sister, or anyone else
- not change a test item in any way when the test is returned for review
- not allow one member of a team to do the whole task
- learn how to attribute work properly by citation, footnote, and bibliography

Parental Responsibilities

The parent will:

- communicate to the student values of moral and ethical behavior
- refrain from placing undue pressure for high grades at any cost
- support the student's efforts, but not edit, type, or in any other way do the work
- help to communicate to students the expectations of the academic honesty policy

Teacher Responsibilities

The teacher will:

- review at the beginning of the school year the OHS Academic Honesty Policy along with his/her course descriptions/syllabi; review the various examples and forms of academic dishonesty that should be avoided
- be specific as to whether work is to be cooperative or individual, i.e., clarify the definition and expectation of "group work"
- keep completed assignments and tests secure
- ensure that grades in the grade book are private and secure

Administrator Responsibilities

The administrator will:

- provide the OHS Academic Honesty Policy to students
- support teachers in administering discipline and upholding the OHS Academic Honesty Policy
- record incident / follow-up action in Skyward; inform teachers about outcome of the referral
- facilitate conferences and counsel students in every case of academic dishonesty
- collaborate with teachers in maintaining a secure digital and physical environment
- review and resolve appeals

ELA 6 Text Selections

Anchor Texts: Novels, Plays, and Memoirs

Phantom Tollbooth by Norton Juster

Where the Red Fern Grows by Wilson Rawls

From *Collections 2017*

Collection 1: Fear

Short Story by Graham Salisbury “The Ravine” (680 L)

Poem by Maya Angelou “Life Doesn’t Frighten”

Online Article by kidshealth.org “Fears and Phobias” (1080 L)

Informational Texts by Glen Murphy from *Stuffs that Scares Your Pants Off!* “In the Spotlight” (1110 L)

Online Science Exhibit by The California Science Center “Wired for Fear”

Close Read: “The Jumping Tree”

Close Read: “Choking Under Pressure”

Collection 3: Disasters

History Channel: Hurricane Katrina

Informational Text by Brenda Z. Guiberson “Mammoth Shakes and Monster Waves: Destruction in Countries” (1140 L)

Poem by Rita Williams-Garcia from “After the Hurricane”

Poem by Natasha D. Trethewey “Watcher, After Katrina, 2005”

Short Story by James Berry “The Banana Tree” (820 L)

Close Read: Short Story by Ray Bradbury “The Will Come Soft Rains” (920 L)

Collection 4: Making Your Voice Heard

Editorial by USA TODAY “Wild Animals Aren’t Pets”

Commentary by Zuzana Kukol “Let People Own Exotic Pets”

Informational text “Views on Zoos”

Short Story by Sandra Cisneros “Eleven”

Short Story by Avi “What Do Fish Have to Do with Anything?”

Collection 5: Decisions the Matter

Memoir by Colin Powell from “It Work for Me: In Life and Leadership” (1010 L)

Biography by Warren Brown from Colin Powell: Military Leader (1220 L)

Short Story by R.V. Cassill (780 L)

Poem by Robert Frost “The Road Not Taken”

Poem by Henry Wadsworth Longfellow “Paul Revere’s Ride”

News Article by Jodi Wilgoren and Edward Wong “On Doomed Flight, Passengers Vowed to Perish Fighting” (1350 L)

TV Newscast by CBS News “Memorial Is Unveiled for Heroes of Flight 93”

Major Writing Assignments

Narrative: Personal Narrative ([Rubric](#))

Informational Essay: Disasters Essay ([Rubric](#))

Argumentative Essay: Oscoda or topic of choice ([Rubric](#))

ELA 7 Text Selections

Anchor Texts: Novels, Plays, and Memoirs

The Giver

The Breadwinner (as time allows)

From Pearson Literature 2015

"The Dinner Party"

"The Treasure of Lemon Brown"

"Rikki-Tikki-Tavi"

"Two Kinds" from *The Joy Luck Club*

"The Third Wish"

"Ribbons"

"The Night the Bed Fell"

"Stolen Day"

"Amigo Brothers"

"The Railway Train"

"Maestro — The Desert is my Mother-Bailando"

Poetry Collection 1

Poetry Collection 2

Poetry Collection 3

Poetry Collection 4

"Miracles"

"In-just"

"The Highwayman"

"The Myth of the Outlaw"

"After Twenty Years"

"Harriet Tubman"

A Christmas Carol

Major Writing Assignments

Unit 1: Memoir-Personal Narrative

Unit 2: Literary Analysis- Theme (The Breadwinner)

Unit 3: Informational

Unit 4: Argument

Speaking and Listening Assignments

Multimedia presentation

Google Slideshow

Group Presentations

Peer Critique

ELA 8 Text Selections

Anchor Texts: Novels, Plays, and Memoirs

The Outsiders

Mississippi Trial, 1955

From Pearson Literature 2015

Unit One: Can all conflicts be resolved?

Short story: "Raymond's Run"

Short story: "The Tell-tale Heart"

Short story: "Flowers for Algernon"

Short Story: "The StoryTeller"

Short Story: "The Finish of Patsy Barnes"

Short Story: "The Drummer Boy of Shiloh"

Unit Two: How much information is enough?

Non-fiction: from *Harriet Tubman: Conductor on the Underground Railroad*

Non-Fiction: "The Trouble With Television"

Essay: "Forest Fire"

Essay: "Why Leaves Turn Color in the Fall"

Speech: "Choice: A Tribute to Martin Luther King, Jr."

Autobiography: from *I Know Why the Caged Bird Sings*

Unit Three: What is the secret to reaching someone with words?

Poetry Collections 1-4

Exemplar text poem: "O Captain! My Captain!"

Anchor text poem: "For My Sister Molly Who in the Fifties"

Short story: "Thank You, M'am"

Unit Four: Is it our similarities or differences that matter most?

Drama: *The Diary of Anne Frank*

Diary Entries: from *Anne Frank: The Diary of a Young Girl*

Memoir: from *Anne Frank Remembered*

Autobiographical narrative: from *Night*

Speech: from "Remarks on a Visit to Buchenwald"

Unit Five: Are yesterday's heroes important today?

Tall Tale: "Davy Crockett's Dream"

Tall Tale: "Paul Bunyan of the North Woods"

Persuasive speech: from "The American Dream"

Historical essay: "Brown vs. Board of Education"

Persuasive speech: "On Women's Right to Suffrage"

Major Writing Assignments

Personal Narrative

Literary Analysis

Argument

Informational writing: short research projects

Speaking and Listening Assignments

Civil Rights presentation

Book Talks

Evaluating Media Messages

Evaluating an Oral Presentation

Honors English 9 / English 9

There are two courses available at the 9th grade level which include Honors English 9 and English 9. Honors English 9 will involve a quicker pacing of lessons and may involve additional texts. The activities related to the texts will be more rigorous. The late work policy will be more stringent. Below is a list of potential text selections for both English 9 courses and some anchor assignments that will be a part of all English 9 curriculum.

Suggested ELA 9 Text Selections

Anchor Texts: Novels, Plays, and Memoirs

The Tragedy of Romeo and Juliet

The Odyssey

From *Pearson Literature 2015*

"The Most Dangerous Game"

"The Gift of the Magi"

"The Scarlet Ibis"

"The Cask of Amontillado"

"Checkouts"

"The Girl Who Can"

"On Summer"

"The News"

"I Have a Dream"

"If I Forget Thee, Oh Earth"

"Silent Spring"

F.D.R.'s "First Inaugural Address"

Excerpt from *Nothing to Fear*

"Americans in the Great Depression"

Selected Poetry Collections

Major Writing Assignments

Unit 1: Comparison-Contrast Essay

Basics of MLA Format

Unit 2: Research Analysis Essay

Unit 3: Poetry Analysis Essay

Unit 4: Argumentative Essay

Unit 5: Narrative Essay

Speaking and Listening Assignments

Evaluate a Persuasive Speech

Poet Presentation

Scored / Panel Discussions

Honors English 10 / English 10

There are two courses available at the 10th grade level which include Honors English 10 and English 10. Honors English 10 will involve a quicker pacing of lessons and may involve additional texts. The activities related to the texts will be more rigorous. The late work policy will be more stringent. Below is a list of potential text selections for both English 10 courses and some anchor assignments that will be a part of all English 10 curriculum.

Suggested ELA 10 Text Selections

Anchor Texts: Novels, Plays, and Memoirs

Night

The Tragedy of Julius Caesar

Animal Farm and/ or To Kill a Mockingbird/

From Pearson Literature 2015

"The Monkey's Paw"

"The Street of the Canon"

"A Problem"

"The Open Window"

Excerpts from "A Raisin in the Sun"

"Contents of the Dead Man's Pocket"

"Occupation: Conductorette" from *I Know Why a Caged Bird Sings*

"The Sun Parlor"

"Keep Memory Alive"

"The American Idea"

"A Toast to the Oldest Inhabitant: The Weather of New England"

"The Dog That Bit People"

Selected Poetry Collections

"The Censors"

"Prometheus and the First People"

"Damon and Pythias"

Excerpt from *Don Quixote*

Arthurian Legends

Major Writing Assignments

Unit 1: Narrative Essay

Unit 2: Argumentative Essay

Unit 3: Explanatory Essay on Night and Analytical Essay

Unit 4: Argumentative Essay

Unit 5: Comparison-Contrast Essay

Speaking and Listening Assignments

Scored / Panel Discussion

Presentation

American Literature and Composition and Honors American Literature and Composition

There are two courses available at the 11th grade level which include Honors English 11 and English 11. Honors English 11 will involve a quicker pacing of lessons and may involve additional texts. The activities related to the texts will be more rigorous. The late work policy will be more stringent. Below is a list of potential text selections for both English 11 courses and some anchor assignments that will be a part of all English 11 curriculum.

Suggested ELA 11 Text Selections

Anchor Texts: Novels and Dramas

Ethan Frome and/or *The Scarlet Letter*

The Great Gatsby

The Crucible or *Of Mice and Men*

From Pearson Literature 2015

Native American Myths

Excerpt from *Of Plymouth Plantation*

Excerpt from *Sinners in the Hands of an Angry God*

Patrick Henry's "Speech in the Virginia Convention"

The Declaration of Independence

Excerpt from *The American Crisis* and Benjamin Franklin's *The Autobiography*

"The Devil and Tom Walker"

"The Minister's Black Veil"

Excerpts from *Self-Reliance*, *Nature*, *Walden*, and "Civil Disobedience"

"An Occurrence at Owl Creek Bridge"

Poetry Selections from the Fireside Poets, the American Masters, and the Harlem Renaissance

Selected Slave Narratives

"A Rose for Emily"

"To Build a Fire"

"The Story of an Hour"

"The Yellow Wallpaper"

"Winter Dreams"

Short stories by Hemingway

Excerpts from "Grapes of Wrath"

Excerpts from "The Jungle"

Major Writing Assignments

Several Literary Analyses

Multi-Genre Writing

Comparison-Contrast Essay

Evaluation of a Speech

Narrative Essay

Speaking and Listening Assignments

Scored / Panel Discussions
Evaluate Reasoning and Structure of Seminal U.S. Texts
Persuasive Speech

Honors English 12 / English 12

There are two courses available at the 12th grade level which include Honors English 12 and English 12. In Honors English 12, students will be put through more rigorous activities involving the literature studied in the 12th grade curriculum. There also will be additional texts studied that will not be covered in English 12. In English 12, students will spend more time focusing on career-based writing activities. English 12 students will still cover literature within the class, but may not cover every piece of literature included in Honors English 12. Below is a list of potential text selections for both English 12 courses and some anchor assignments that will be a part of all English 12 curriculum.

Suggested ELA 12 Text Selections

Anchor Texts: Epics, Extended Works of Poetry, and Dramas

Beowulf (or excerpt of)

Excerpts from *Canterbury Tales*

Hamlet or *Macbeth*

From *Pearson Literature 2015*

"The Seafarer"

"The Wife's Lament"

Sonnets

Pastorals

Elegies

Essays (Classic and Modern)

Major Writing Assignments

Personal narrative and memoir

College and career readiness texts

MLA-formatted rhetorical analysis

APA research paper

Speaking and Listening Assignments

Scored / Panel Discussions

Interview

Presentation of Research

Course Offerings

ENGLISH 9 A and B

(2 semesters)

Prerequisite: None

English 9 will focus on reading and writing skills. Students will read and discuss literature from different genres including short stories, drama, epic poetry, novels, and works of nonfiction. Students will have opportunities to read, write, and present in various capacities over the scope of the course.

HONORS ENGLISH 9 A and B

(2 semesters)

Prerequisite: Recommendation of 8th Grade Teacher

This is a course designed for students who have the ability to grasp abstract concepts and a desire to push themselves. A variety of written formats will be explored including narrative, persuasive, informational, and descriptive. Students will experience a variety of genres: mythology, novels, non-fiction, poetry, and drama and will analyze and evaluate a variety of literary works. Students are advised that this is a college preparatory course and that extensive reading and writing will be required. The activities will be more rigorous than those assigned in English 9 and a more stringent late work policy will apply.

ENGLISH 10 A and B

(2 semesters)

Prerequisite: English 9A and B

English 10 will focus on literature, including dramas, novels, and poetry. Relevant works of non-fiction will be used as supplemental materials for the primary texts. Elements of grammar and writing instruction will be included.

HONORS ENGLISH 10 A and B

(2 semesters)

Prerequisite: Successful completion of English 9A & B

Like Honors English 9, this course is for those who are seeking an intensive experience in English, with specific units for literature, critical writing, grammar, and poetry. Students are advised that this is a college preparatory course and that extensive reading and writing will be required. Activities will be more rigorous than those assigned in English 10 and a more stringent late work policy will apply.

American Literature and Composition A and B

(2 semesters)

Prerequisite: English 10A and B

English 11 will continue to focus on reading, writing, speaking and listening. A broad range of American literature will challenge students to read, respond critically, write, and present to a variety of audiences.

Honors American Literature and Composition 11 A and B
(2 semesters)**Prerequisite:** Successful completion of English 10A & B

Like Honors English 10, this course is for those who are seeking an honors experience. Coursework centers around a broad range of American literature. Students are advised that this is a college preparatory course and that extensive reading and writing will be required. The activities will be more rigorous than those assigned in English 11 and a more stringent late work policy will apply.

ENGLISH 12 A and B **(2 semesters)****Prerequisite:** English 11A and B

English 12 will continue to focus on reading, writing, speaking, and listening in an effort to prepare students for life beyond graduation. Students will complete a variety of technical writings aimed at career readiness.

HONORS ENGLISH 12 A and B **(2 semesters)****Prerequisite:** Successful completion of English 11A & B

Students are advised that Honors English 12 is a college preparatory course and that extensive reading and writing will be required. The activities will be more rigorous than those assigned in English 12 and a more stringent late work policy will apply. A broad range of British literature will challenge students to read and respond critically. Students will also be expected to apply and present knowledge gained through independent research.
