

COURSE MAPS AND DESCRIPTIONS

ENGLISH

Graduation requirement: four credits of high school English, including Senior English or AP English Language and Composition.

Core classes:

9 th grade	Introduction to Literature Honors, Introduction to Literature, or Freshman English Foundations
10 th grade	Sophomore English Honors: British Lit, Sophomore English: British Lit, or Sophomore English Foundations
11 th grade	AP English Literature (year), or Junior English (semester) plus a topics course (semester)
12 th grade	AP English Language and Composition (year) or Senior English (semester) plus a topics course (semester)

Topics courses:

Maine Writers	Reading Across the Curriculum
Journalism	Writing for TV and Film
Public Speaking	

Elective: Creative Writing (see note below)

Notes:

- Creative Writing is offered to all students as an elective credit, but it cannot count as an English class for graduation. Creative Writing is offered in alternate years.
- Juniors and seniors may take an extra topics course as an elective.
- Juniors and seniors who need extra support can take English Support for Juniors or English Support for Seniors. These support periods do not earn credit.

English for Speakers of Other Languages (ESOL)

GSA offers four semester-long levels of instruction representing two years of English study. The curriculum is divided into two course sequences (RWV and LSG) in recognition that English learners are often at different levels of achievement in the two areas. Having both course sequences also provides more intensive English study for students taking both courses.

Reading, Writing and Vocabulary I -IV	level determined by placement test
Listening, Speaking and Grammar I - IV	level determined by placement test

110 INTRODUCTION TO LITERATURE, 9 (1 credit)

Prerequisites: None.

Note: Due to the modular structure of this course, students are not allowed to change from the CP level (110) to the Honors level (115) after the beginning of the second quarter.

This dynamic course, designed with the needs of first-year students in mind, is a year-long course divided into four modules, or mods, each presented by a different teacher in a quarter-long unit of study. The modules are (1) short fiction, (2) drama, (3) poetry, and (4) nonfiction and grammar. The course develops reading, writing, thinking, speaking, and listening skills primarily through the study of literature in a way that maximizes student interest, maintains student focus, and promotes organizational skills. Writing assignments tend to be expository-analytical responses (paragraphs and essays) to text, but also include other modes of writing such as journaling, poetry, and various forms of creative expression. A premium is placed on writing as a process, not just as a product; students can expect to engage in prewriting, drafting, peer-editing, and revising. Students also study grammar and usage, vocabulary in context, and some aspects of research-based writing. The oral component of this course is ongoing, developed through brief presentations, reading aloud, active participation in class discussions, and especially through the study of drama and poetry.

111 FRESHMAN ENGLISH FOUNDATIONS, 9 (1 credit)

Prerequisites: None.

This course is strongly recommended for entering students who need remediation in basic reading and/or writing skills prior to admittance to college preparatory studies. Reading instruction focuses on the development of skills such as reading for details, finding the main idea, using context clues, and making inferences. Individualized instruction in reading, paragraph and essay writing, vocabulary development, and basic grammar is provided. The primary goal for each student at course completion is a gain of two or more years in reading comprehension level. Readings may include *Of Mice and Men*, *The Education of Little Tree*, *The Old Man and the Sea*, *A Day No Pigs Would Die*, and *Our Town*.

115 INTRODUCTION TO LITERATURE HONORS, 9 (1 credit)

Prerequisites: None.

Note: Due to the modular structure of this course, students are not allowed to change from English 115 to English 110 after the beginning of the second quarter.

This course has the same modular format as Introduction to Literature (see course description above), and incorporates essentially the same material. What makes it an honors-level course is faster pace, greater depth of focus, and use of supplemental materials. Enrolling students should have strong reading skills (including making inferences and understanding main ideas), strong expository-analytical writing skills, strong thinking skills (both intuitive and logical), and a solid understanding of sentence structure, grammar, and punctuation.

120 SOPHOMORE ENGLISH: BRITISH LITERATURE, 10 (1 credit)

Prerequisites: Introduction to Literature, Freshman English Foundations, or Introduction to Literature Honors.

This is a reading-intensive course in which students sharpen their critical and analytical reading, writing, speaking, and thinking skills through an exploration of classic British texts from the Saxon era to the late 20th century. Throughout the course, students receive extensive practice with the analysis and interpretation of literary elements, passages, and philosophical ideas. Ideas include the nature of good and evil; the role of society in shaping the portrayal of individual characters; and how authors communicate with their readers through a text. Attention is also given to developing vocabulary, practicing grammar, and enhancing students' persuasive writing and speaking abilities. Additionally, the course is designed to increase student confidence in and enjoyment of reading. Students read full-text versions or excerpts from works that may include *Beowulf*, *The Lion in Winter*, *The Tragedy of Richard III*, *Canterbury Tales*, *The Picture of Dorian Gray*, *And Then There Were None*, *Treasure Island*, *All Creatures Great and Small*, *The Lord of the Flies*, and more.

122 SOPHOMORE ENGLISH FOUNDATIONS, 10 (1 credit)

Prerequisites: Freshman English Foundations.

Through short fiction, nonfiction, and drama, students continue to develop reading skills, review grammar, and apply their learning to various writing assignments. Literature options include *Romeo and Juliet*, *And Then There Were None*, *Lord of the Flies*, and *Walkabout*, among others. Successful completion and/or demonstration of skills prepares students for College Preparatory English courses.

125 SOPHOMORE ENGLISH HONORS: British Literature, 10 (1 credit)

Prerequisites: Introduction to Literature Honors (preferred) or English 110 (see Honors Policy).

Note: To take this course, students must complete the teacher-specified summer reading and journal assignment.

This is a reading- and writing-intensive course in which students sharpen their critical and analytical reading, writing, speaking, and thinking skills through an exploration of classic British texts from the Saxon era to the late 20th Century. Although this honors course shares some common texts and skill development activities with the CP version, the difficulty of the reading materials and topics covered, the amount of homework assigned, and the expectations as to the quality of that homework becomes progressively and significantly more challenging as the year continues. Throughout the course, students receive extensive practice in the analysis and interpretation of literary elements, passages, and philosophical ideas. Ideas include the nature of good and evil; the role of society in shaping the portrayal of individual characters; and how authors communicate with their readers through a text. Attention is also given to developing vocabulary, practicing grammar, and enhancing students' persuasive writing and speaking abilities. Additionally, the course is designed to increase reading confidence and enjoyment. Students read full-text versions or excerpts from works that may include *Beowulf*, *The Lion in Winter*, *The Tragedy of Richard III*, *Canterbury Tales*, *Frankenstein*, *Heart of Darkness*, *The Man Who Would Be King*, *Children of Men*, and others.

11th and 12th Grade English Requirements

Note: At the junior and senior levels, all students must enroll in either the college preparatory English or the Honors/AP level. Students who need additional skills in reading and writing are provided with support services through enrollment in either 133 English Support for Juniors or 134 English Support for Seniors.

College Preparatory (CP) English:

All CP Juniors and Seniors must enroll in an approved English course in every semester. Exceptions are made rarely, and only with the permission of both the English Department and Student Services. CP students are allowed to take one extra junior/senior topics course each year. Doing so earns academic credit, but does not count toward required English credits.*

- CP Juniors must take the one-semester JUNIOR ENGLISH: AMERICAN LITERATURE course and choose a one-semester junior/senior topics course.
- CP Seniors must take the one-semester SENIOR ENGLISH: WORLD LITERATURE/RHETORIC course and choose a one-semester topics course.

Junior/Senior Topics courses include: Maine Writers (150), Journalism (151), Writing for TV and Film (152), Reading Across the Curriculum (155), and Public Speaking (175). See course descriptions below.

Honors/AP English:

AP English Literature and AP English Language and Composition are one-year courses. Students enrolled in these courses may also enroll in topics courses, pending available space. Doing so earns academic credit, but does not count toward required English credits.*

131 JUNIOR ENGLISH: AMERICAN LITERATURE, 11 (½ credit)

Prerequisites: Sophomore English, Sophomore English Foundations, or Sophomore English Honors.

This is a semester-long study of American literature. The course is divided into two units, each roughly one academic quarter in length. The first unit is an abbreviated survey of American literature from the colonial era to the early 20th Century. Readings in this unit consist of short stories, poems, and essays. The second unit focuses on a novel, most likely *The Catcher in the Rye*. The course provides continued composition development, including expository-analytical paragraph and essay writing, and a personal essay that might be the basis of a future college application essay. We spend time on vocabulary and grammar, and we complete some brief but focused PSAT/SAT preparation. Oral communication skills are encouraged and developed through active and appropriate participation in class activities and in our numerous discussions of the literature at hand. Finally, although the readings are discussed separately and on their own terms, we also examine how they connect to a course theme, currently the journey.

133 ENGLISH SUPPORT FOR JUNIORS

134 ENGLISH SUPPORT FOR SENIORS

135 AP ENGLISH LITERATURE, 11 (1 credit)

Prerequisites: Sophomore English Honors (preferred) or Sophomore English (see Honors Policy).

Note: Teacher-specified summer reading and writing unit is required.

This is a challenging college-level course aligned with the national AP curriculum requirements. The course is delivered as a study of American Literature covering several major American literary figures, primarily from the 19th and 20th centuries, and the recurring themes in their works. We are especially concerned with reading well and closely, with further developing a familiarity with various literary elements and how they create meaning, and with developing clear and authoritative expository-analytical essays on literature. Writing tasks are numerous, divided between take-home and on-demand assignments, vary in length, and almost always require students to engage with textual detail and theme. One or two creative writing assignments and sometimes a personal essay are assigned to supplement student understanding of the literature at hand. All literature-based work in this course is extensively supported through frequent class discussions, most of which are student-led and teacher-facilitated and, to a certain extent, modeled after college seminars. Language-intensive work includes grammar, vocabulary in context, and some specific PSAT and SAT preparation. A significant amount of time is devoted to preparing for the AP exam, which all students are absolutely expected to take.

136 AP ENGLISH LANGUAGE AND COMPOSITION, 12 (1 credit)

Prerequisites: AP Literature & Composition (preferred) or Junior English (see Honors Policy).

Note: Teacher-assigned summer reading and writing is required.

This college-level course, aligned with the national AP curriculum requirements, has replaced Senior Honors English and is designed to invite the student into the rhetorical conversation: the interplay among the subject, the audience, and the author's purpose. Through both formal and informal written reflections and analyses of diverse prose styles and genres, the student participates in this interaction. From close reading, lively discussion, and writing in narrative, personal, expository, and argument modes, students develop critical thinking, speaking, and writing skills necessary to delineate a cogent and cohesive position on any topic. The coursework includes a college essay, classics of modern fiction, and Senior Debate. A significant amount of time is devoted to preparing for the AP exam, which all students are expected to take.

141 SENIOR ENGLISH: WORLD LITERATURE/RHETORIC, 12 (1/2 credit)

Prerequisites: AP English or Junior English (see Honors Policy).

Through the study of archetypes, students examine readings from western mythology and learn to recognize their application today in marketing, modern literature, poetry, art, music, and film. Using Hamilton's *Mythology* as a resource, and texts such as the *Odyssey*, *Oedipus Rex*, *Siddhartha* and creation myths from around the world, students identify patterns of human behavior and qualities of character that are timeless.

Students are also introduced to the art of persuasion through writing requirements that include the following: response journals, outlines, research, creative and analytic essays, drafting, revising, and editing. A major oral component involves the study of public speaking in preparation for senior debate. A culminating assignment, the Senior Debate, demonstrates that a student has synthesized all aspects of the Language Arts curriculum, from working cooperatively as well as independently, to researching, writing, delivering, and arguing a debate topic of serious merit.

150 MAINE WRITERS, 11-12 (½ credit)

Prerequisites: Sophomore English, Sophomore English Foundations, or Sophomore English Honors.

This course explores Maine writers, covers a variety of literary genres and themes, and focuses primarily on the Maine coastal experience. It examines such issues as how we relate to the land and sea; how in some ways who we are is determined by where we are; how an interesting, complex, and sometimes tense dynamic has developed between people “from away” and people “from Maine”; and how Maine has been and continues to be an inspiring place for writers. Authors will include some traditional literary figures such as E.B. White, but the emphasis is on more contemporary (and in many cases local) writers such as Greenlaw, Doiron, Phippen, Blair, McCall, Kestenbaum, Carpenter, Russo, Chute, Wormser, Wood, Thayer, Peavey, Shetterly, Lockyer, and Beem. As we make our way through the course, we will work toward answers to these questions: What is a Mainer? Who decides? If there is such a thing as Maine literature, what exactly is it? During the course, two or three Maine writers visit the class to share life stories and talk about their writing experiences.

151 JOURNALISM, 11-12 (½ credit)

Prerequisites: Sophomore English, Sophomore English Foundations, or Sophomore English Honors.

This course focuses on writing the kind of hard news and feature stories commonly found in newspapers and magazines. Students learn how these forms of writing differ considerably from typical academic writing; develop a sense of what is and isn't legitimate news; and actively engage in the writing process, including prewriting, interviewing, drafting, and finalizing. For inspiration and models of journalistic craft, we refer frequently to area newspapers and magazines, as well as to journalists working on the regional and national stages. We might visit a working newsroom to see how it functions, and we might have guest appearances by working journalists.

152 WRITING FOR TV AND FILM, 11-12 (½ credit)

Prerequisites: Sophomore English, Sophomore English Foundations, or Sophomore English Honors.

Do you like to make trouble? That's what writing screenplays is all about: developing a sympathetic character, putting that character through a series of seemingly insurmountable obstacles, and helping that character achieve a desirable outcome. Eliciting emotion in the reader through this kind of dynamic script is the key to a successful film. By writing original screenplays, students learn basic screenwriting format, scene structure, screenplay terminology, grammar, and characterization techniques. Projects may include reading and analyzing scripts, and writing synopses, individual screenplays, group plays, a short story adaptation, and a one-act play.

155 READING ACROSS THE CURRICULUM, 11-12 (½ credit)

Prerequisites: Sophomore English, Sophomore English Foundations, or Sophomore English Honors.

This is a reading-intensive course designed to help students of all reading levels deepen and broaden their interpretations of a variety of texts, old and new, fictional and non-fictional, literary and visual. Students develop skills of analysis, vocabulary building, and logical reasoning through an exploration of a multitude of concepts, not only from literature, but also from history, sociology, psychology, science, drama, philosophy, and cryptography. Additionally, students will continue to develop their written and oral communication skills through persuasive writing and research assignments, in-class discussions, small presentations, and hands-on activities. Texts may include *The Wave*, *Anthem*, *Twelve Angry Men*, *Animal Farm*, *A Man For All Seasons*, *Down River*, “The Lottery,” “The Ledge,” “The Veldt,” *The Man Who Mistook His Wife for a Hat*, *The Hungry Ocean*, *Into Thin Air*, *Guts*, *Watch on the Rhine*, *Crime and Punishment*, dialogues of Plato, and more.

173 CREATIVE WRITING, 9-12 (½ credit)

Prerequisites: None.

Note: Creative Writing is an elective and does not count as a required English credit.

Every one of us has a story to tell. Creative Writing provides an opportunity for students to tell those stories. Students explore daily writing prompts and word play and then work on developing ideas into well-crafted pieces of writing. As a group, we learn to provide useful feedback to other writers as we workshop each other's rough drafts. The objective is to improve our capabilities as writers and as editors. Genres include poems, stories, and short non-fiction pieces. Frequent discussion of published authors will provide effective models. We focus on the elements of fiction, the relationship of creative non-fiction to fiction, story structure, poetic forms and methods of revision and editing. Texts include the following: Creative Writer's Handbook, Handbook of Poetic Forms, Flash Fiction, Sudden Fiction, and What If? Writing Exercises for Fiction Writers.

175 PUBLIC SPEAKING, 11-12 (½ credit)

Prerequisites: Sophomore English, Sophomore English Foundations, or Sophomore English Honors.

Do you like to speak your mind? Do you want to win the argument when someone says, "You don't know what you're talking about"? This course is designed to help students gain confidence in their public speaking skills. Skills such as eye contact, pace, volume, use of time, and logic are clear, measurable and easy to learn with enough practice. Jump-start your qualifications for finding a job, for furthering your education, and for building confidence in your ability to connect with an audience. Students write and present introductory, informative, persuasive, impromptu, special tribute, and demonstration speeches. The course also addresses the creation and use of visual aids, and it reviews important job interviewing skills. Bring what you know and learn what you don't about the art of public speaking.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL): PLACEMENT & PROMOTION PROCEDURES

Initial placement: in-house placement tests are administered on campus to all students for whom English is a second language. Students are placed into these courses based on their scores on these tests. Promotion: Students who successfully complete a course advance to the next level.

189 READING, WRITING, AND VOCABULARY I (English) (½ credit)

Prerequisite: Placement.

RWV I is a one-semester course focused on the development of general reading, writing, and vocabulary skills through intensive and extensive general reading, personal and basic academic writing, and the study of general vocabulary.

190 READING, WRITING, AND VOCABULARY II (English) (½ credit)

Prerequisites: Placement, or successful completion of RWV I.

RWV II is a one-semester course focused on the development of general and academic reading, writing, and vocabulary skills through intensive and extensive general reading and speed reading, creative and basic academic writing, and the study of general and academic vocabulary.

193 LISTENING, SPEAKING, AND GRAMMAR I (English) (½ credit)

Prerequisite: Placement.

LSG I is a one-semester course focused on the development of general listening, speaking, and grammar skills through listening for details and information, taking dictation, making demonstrations, practicing pronunciation, and studying the parts of speech and how they are combined.

195 LISTENING, SPEAKING, AND GRAMMAR II (English) (½ credit)

Prerequisite: Placement, or successful completion of LSG I.

LSG II is a one-semester course focused on the development of general and academic listening, speaking, and grammar skills through listening for details and information, listening for the topic and main idea, taking

dictation, making demonstrations and presentations, practicing pronunciation, and studying the parts of speech and how they are combined.

201 READING, WRITING, AND VOCABULARY III (English) (½ credit)

Prerequisites: Placement, or successful completion of RWV II.

RWV III is a one-semester course focused on the development of academic reading, writing, and vocabulary skills through intensive academic and extensive general reading, basic and advanced academic writing, and the study of academic vocabulary.

203 READING, WRITING, AND VOCABULARY IV (English) (½ credit)

Prerequisites: Placement, or successful completion of RWV III.

RWV II is a one-semester course focused on the development of advanced academic reading, writing, and vocabulary skills through intensive and extensive academic reading, advanced academic writing, and the study of advanced academic vocabulary.

205 LISTENING, SPEAKING, AND GRAMMAR III (English) (½ credit)

Prerequisite: Placement, or successful completion of LSG II.

LSG III is a one-semester course focused on the development of academic listening, speaking, and grammar skills through listening for details and information, listening for the topic and main idea, note-taking, taking dictation, making presentations, participating in formal discussions, practicing pronunciation, conducting interviews, studying the parts of speech and how they are combined, and learning to diagram sentences.

207 LISTENING, SPEAKING, AND GRAMMAR IV (English) (½ credit)

Prerequisite: Placement, or successful completion of LSG III.

LSG IV is a one-semester course focused on the development of advanced academic listening, speaking, and grammar skills through listening for inference, listening for mood and tone, note-taking, taking dictation, making presentations and leading formal discussions, practicing pronunciation, studying accents, conducting interviews, studying the parts of speech and how they are combined, and engaging in rhetorical analyses of grammatical structures.