

ENGLISH

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

Core courses:

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

Topics courses:

Maine Writers	Journalism	Public Speaking
Reading Across the Curriculum	Film as Literature	

Elective: Creative Writing

Notes:

- Creative Writing is offered to all students as an elective credit, but it cannot count as an English course for graduation.
- Juniors and seniors may take an extra topics course as an elective.
- Juniors and seniors who need extra support can take English Support. These English Support periods do not earn credit, nor do they count as one of the six courses students must take each semester.

English for Speakers of Other Languages:

GSA offers four semester-long levels of instruction representing two years of English study. The curriculum is divided into two course sequences (Language and Fluency) 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.

ESOL or English Language I-IV	Level determined by placement test.
ESOL or English Fluency I-IV	Level determined by placement test.

Course #	Course Title	Grade Level	Credits	Prerequisites
110	Introduction to Literature	9	1	
111	Freshman English Foundations	9	1	
115	Introduction to Literature Honors	9	1	
120	Sophomore English	10	1	9th-grade English
122	Sophomore English Foundations	10	1	9th-grade English
125	Sophomore English Honors	10	1	9th-grade English
129	Junior English Foundations	11	½	10th-grade English
131	Junior English	11	½	10th-grade English
133	English Support A (fall)	11-12	0	dept. recommendation
134	English Support B (spring)	11-12	0	dept. recommendation
135	AP English Literature	11	1	10th-grade English
136	AP English Language and Composition	12	1	11th-grade English
141	Senior English	12	½	11th-grade English
150	Maine Writers	11-12	½	10th-grade English
151	Journalism	11-12	½	10th-grade English
155	Reading Across the Curriculum	11-12	½	10th-grade English
156	Film as Literature	11-12	½	10th-grade English
173	Creative Writing	9-12	½	
175	Public Speaking	11-12	½	10th-grade English
189	ESOL Language I	9-11	½	placement test
190	English Language II	9-11	½	placement test
201	English Language III	9-11	½	placement test
203	English Language IV	9-12	½	placement test
193	ESOL Fluency I	9-11	½	placement test
195	English Fluency II	9-11	½	placement test
205	English Fluency III	9-11	½	placement test
207	English Fluency IV	9-12	½	placement test
197	ESOL Subject Support	9-12	0	teacher recommendation

110 INTRODUCTION TO LITERATURE, 9 (1 credit)

Due to the modular nature of this course, students are not allowed to change 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 yearlong 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)

This course is strongly recommended for entering students who need remediation in basic reading and/or writing skills prior to admittance to standard English courses. 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)

Due to the modular nature of this course, students are not allowed to change from the honors level (115) to 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)

Prerequisite: 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. Students may also explore a wide variety of non-British literature to enhance skill development. 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*, *The 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)

Prerequisite: Freshman English Foundations

This yearlong course is designed for sophomores whose reading and/or writing skills are still developing and who are not quite ready for the level of English instruction delivered in Sophomore English. 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.

125 SOPHOMORE ENGLISH HONORS: BRITISH LITERATURE, 10 (1 credit)

Prerequisite: Introduction to Literature Honors (preferred) or Introduction to Literature

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 texts and skill development activities with Sophomore English, the difficulty of the reading materials and topics covered, the amount of homework assigned, and the expectations as to the quality of that homework become 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*, *The Canterbury Tales*, *Frankenstein*, *Heart of Darkness*, *The Man Who Would Be King*, *Children of Men*, and others.

Eleventh and Twelfth-grade English Requirements

All juniors and seniors must enroll in an approved English course each semester. Exceptions are made rarely and only with the permission of both the English Department and the Dean of Curriculum and Instruction.

Juniors should enroll in Junior English/Junior English Foundations (one semester) and a topics course (one semester), OR AP English Literature (one year).

Seniors should enroll in Senior English (one semester) and a topics course (one semester), OR AP English Language and Composition (one year).

Juniors and seniors may take an extra topics course for elective credit. This does not count toward required English credits.

Topics courses include Maine Writers, Journalism, Reading Across the Curriculum, Film as Literature, and Public Speaking. See course descriptions below.

English Support:

Juniors and seniors who need extra support should add English Support to their schedules. English Support does not earn credit and does not count toward the English graduation requirement, but it offers valuable support and guidance, and it increases the chances of success in Junior and Senior English.

129 JUNIOR ENGLISH FOUNDATIONS, 11 (½ credit)

Prerequisite: Sophomore English or Sophomore English Foundations

This semester-long course is designed for juniors whose reading and/or writing skills are still developing and are not quite ready for the college-prep instruction in Junior English. Intensive and tailored skill development occurs through readings in fiction and nonfiction, as well as through PSAT/SAT prep materials. Readings may include *The Catcher in the Rye*, *The Old Man and the Sea*, *Winterdance* (a humorous, factual account of running The Iditarod), short fiction by Steinbeck, such as "The Pearl," and contemporary works relevant to various aspects of Maine life.

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

Prerequisite: 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."

133/4 ENGLISH SUPPORT A (fall) ENGLISH SUPPORT B (spring)

These courses provide students with extra English support for their junior and senior English courses. In these courses tutored by an English teacher, students work on their homework, coursework, and skills development for their English classes, and perhaps other classes as well.

135 AP ENGLISH LITERATURE, 11 (1 credit)

Prerequisite: Sophomore English Honors (preferred) or Sophomore English

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)

Prerequisite: AP Literature and Composition (preferred) or Junior English

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 the 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)

Prerequisite: AP Literature or Junior English

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*, *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 (1/2 credit)

Prerequisite: 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)

Prerequisite: 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.

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

Prerequisite: Sophomore English, Sophomore English Foundations, or Sophomore English Honors

This reading-intensive course is designed to help students of all reading levels deepen and broaden their interpretations of a variety of texts, old and new, fictional and nonfictional, 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.

156 FILM AS LITERATURE, 11-12 (½ credit)

Prerequisite: Sophomore English, Sophomore English Foundations, or Sophomore English Honors

Through a survey of the evolution of film from the 20th century to the present, students learn how the art form parallels literature in revealing human nature while reflecting social, political, and technological changes throughout history. The course opens with the study of film structure so that students may identify the elements of literature represented as visual storytelling. Additionally, the study of documentary film exemplifies the power of film as a means of persuasion. Activities include the viewing of classic, contemporary, and documentary films; discussions of film as literature; and informal and formal written analyses of films as visual narrative, descriptive, expository, and persuasive discourse. Text: *Save the Cat*.

173 CREATIVE WRITING, 9-12 (½ credit)

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 wordplay 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 nonfiction pieces. Frequent discussion of published authors will provide effective models. We focus on the elements of fiction, the relationship of creative nonfiction 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 AND PROMOTION PROCEDURES

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

189 ESOL LANGUAGE I, 9-11 (½ credit)

Prerequisite: placement

This course provides a thorough overview and practice of basic reading and writing skills. Sentence and paragraph structure is practiced through weekly writing and revision of description, narration, plot summary, comparison/contrastive, and character compositions. Reading skills are strengthened through speed-reading as well as shared reading and discussion of works such as Native American and international folktales, selected fiction, and nonfiction. Confidence and creative writing experience is gained through weekly free-writes, portfolio presentations, and peer assessments. Ongoing vocabulary acquisition with pronunciation is central. Study skills and time management are part of the course to help students balance extracurricular activities and the time needed for academic reading and writing. The extensive reading program has included the following titles: *The Giver*, *The Old Man and the Sea*, and *Holes*.

190 ENGLISH LANGUAGE II, 9-11 (½ credit)

Prerequisite: ESOL Language I or placement

This course focuses on developing intermediate academic reading and writing skills by studying vocabulary as well as reading and writing strategies and structures. The course includes a thorough understanding of basic research skills. Emphasis is placed on independent revision skills and a solid understanding of fundamental conventions and mechanics through practice. Students focus on increasing reading comprehension through topic and main idea challenges in a wide variety of texts. Students move from strong paragraph writing to essays covering cause and effect, personal narrative (college essay ideas), comparative/contrastive writing, and literary analysis of a variety of short stories. Reading is central to the course, both in and out of class, with presentations, discussions, and projects that lead students to deeper levels of comprehension. Readings may include the following titles: *The Lion, the Witch, and the Wardrobe*; *The Crossover*; *Love that Dog*; and *The Pearl*.

201 ENGLISH LANGUAGE III, 9-11 (½ credit)

Prerequisite: English Language II or placement

This course includes practice with language mechanics and conventions as students write an essay each week in a variety of styles with emphasis on argumentation, debate, and research in preparation for Senior Debate, an integral part of the academic program at GSA. Annotation, proper citation, and critical reading skills, as well as methods of avoiding plagiarism, are key elements of the reading-and-reacting essay on a current controversial topic. Discussion, presentation, and in-class reading responses have focused on the following titles: *Things Fall Apart*, *The Boy in the Striped Pajamas*, and *The Hobbit*.

203 ENGLISH LANGUAGE IV, 9-12 (½ credit)

Prerequisite: English Language III or placement

This course explores critical reading and thinking through literary analysis of a wide range of short stories and articles as well as TOEFL, IELTS, and SAT reading and writing challenges. Students work on college essays and goals, complex sentence structure, analogy, and advanced SAT vocabulary. Research skills are required and practiced. Texts used have included *Maus I*, *Maus II*, *The Diary of Anne Frank*, and *American Born Chinese*. This course may be of interest and benefit to high school students who want to strengthen their core skills, gain study skills, increase knowledge of grammar, and experience cross-cultural connections through academic discussions.

193 ESOL FLUENCY I, 9-11 (½ credit)

Prerequisite: placement

This course focuses 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 ENGLISH FLUENCY II, 9-11 (½ credit)

Prerequisite: ESOL Fluency I or placement

This course thoroughly reviews the basic mechanics and conventions of the English language with regular presentations and out-in-the-field experience. Along with pronunciation and speaking practice, students conduct interviews, present demonstrations, design surveys and report results, as well as discuss a wide range of topics (current events, technology, the environment) in order to gain the confidence and skill to be actively engaged in their academic classes and community.

205 ENGLISH FLUENCY III, 9-11 (½ credit)

Prerequisite: English Fluency II or placement

This listening and speaking course places a heavy emphasis on language use, grammar, sentence diagramming, and verb usage, combined with research presentation and lively and productive weekly discussion leading.

207 ENGLISH FLUENCY IV, 9-11 (½ credit)

Prerequisite: English Fluency III or placement

This is a demanding listening and speaking course with an advanced grammar intensive, multimedia research presentation, weekly discussion-leading, and a range of speaking activities such as cross-cultural groups, student and faculty presenters and panels, TED Talks, and field events. This course would be of benefit to a high school student interested in increased experience in listening and discussion leading, research and presentation, cross-cultural exchange, and advanced grammar.

197 ESOL SUBJECT SUPPORT, 9-12 (full year, no credit)

Prerequisite: Placement recommended depending on need

This course integrates English language study with history and science course support to better prepare students for lab work, projects, reports, and research. Students study English language vocabulary, writing, and reading by working directly with their history and science textbooks, handouts, papers, and assignments. The course focuses on assessing the individual student's needs and provides accommodations for successful progress and confidence with the English language and navigating the academic program.

ENGLISH EXTRA

English Extra is for students whose English skills may need support in English classes as well as other courses, such as history or biology. Students are referred to English Extra by their teachers or they may request the additional language study and support. Additionally, TOEFL and SAT exam classes are available by request. Each spring and fall, a six-week course is offered during the evenings; however, students may work with the English/ESOL Director to design a program that fits their needs and deadlines. Afternoons, study halls, and evenings are available for exam preparation and skill practice directly related to the tests.