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# English

Jacob Vallicelli, Chair jvallicelli@hfhighschool.org 335-5575

Homewood-Flossmoor High School

H-F Academic  
School Year 2011-12

## Program Rationale

Throughout their four years of English studies, H-F students develop their reading, writing, oral communication, and critical thinking skills. As they study a variety of literary genres, students gain insight into the archetypal experiences of people of different cultures and eras, and they ponder critical questions of the human experience. Through researching, writing, and speaking for a variety of purposes, students further their abilities to form and support opinions in a clear, coherent manner. Thus, the English program at H-F develops students' transferable academic skills while simultaneously preparing them to be thoughtful, productive citizens of the world.



## Program Learning Goals

The following domains represent a framework for English teaching and learning at H-F:

### Reading & Literature

Students will...

- Understand the role of prior knowledge in comprehension;
- Develop a hierarchy of questions to aid comprehension;
- Increase their vocabularies;
- Engage in literary and rhetorical analysis.



### Writing & Language:

Students will...

- Write for a purpose;
- Develop cogency and coherency of thought;
- Expand their use of rhetorical strategies;
- Improve their sentence structure and styling;
- Employ correct grammar, punctuation, idioms, and spelling.



### Research:

Students will...

- Conceptualize a topic for research;
- Identify and access databases;
- Evaluate the authority and quality of resources;
- Construct an annotated bibliography;
- Take notes and synthesize information;
- Cite sources properly;
- Compose a Works Cited page.



### Special points of interest:

- Broadcasting
- Creative Writing
- Debate
- Film Study
- Journalism
- Speech
- Theatre



# English Required Course Offerings

| Freshman<br><i>Required</i>               | Sophomore<br><i>Required</i>              | Junior<br><i>Required</i>                                   | Senior<br><i>Required</i>  |
|---|---|---|--|
| <b>English 1</b><br>Honors<br>0032        | <b>English 2</b><br>Honors<br>0086        | <b>AP Language &amp; Composition</b><br>Honors<br>0214/0213 | <b>AP Literature &amp; Composition</b><br>Honors<br>0211             |
| <i>or</i>                                 | <i>or</i>                                 | <i>or</i>   | <i>or</i>  |
| <b>English 1</b><br>College Prep<br>0022  | <b>English 2</b><br>College Prep<br>0076  | <b>American Literature</b><br>Honors<br>0262                | <b>Contemporary Literature and Our Heritage</b><br>Honors 0266       |
| <i>or</i>                                 | <i>or</i>                                 | <i>or</i>   | <i>or</i>  |
| <b>English 1</b><br>Academic Core<br>0012 | <b>English 2</b><br>Academic Core<br>0056 | <b>American Literature</b><br>College Prep<br>0319          | <b>Contemporary Literature and Our Heritage</b><br>College Prep 0265 |
|   |   | <i>or</i>   | <i>or</i>  |
|   |   | <b>American Literature</b><br>Academic Core<br>0454         | <b>Contemporary Issues</b><br>Academic Core<br>0120                  |

*This chart conveys the sequence of required course offerings in the English Department. All students are required to take a core course in English in their freshman, sophomore, junior, and senior years.*

## English Required Course Offerings

| Code      | Title-Level                                 | Year | Credit | Prerequisite | Grade |
|-----------|---|------|--------|--------------|-------|
| 0012      | English 1 – AC                              | 1    | 1      | No           | 9     |
| 0022      | English 1 – CP                              | 1    | 1      | No           | 9     |
| 0032      | English 1 – H                               | 1    | 1      | No           | 9     |
| 0600      | English as a Second Language 1 – AC         | 1    | 1      | Yes          | 9     |
| 0056      | English 2 – AC                              | 1    | 1      | Yes          | 10    |
| 0076      | English 2 – CP                              | 1    | 1      | Yes          | 10    |
| 0086      | English 2 – H                               | 1    | 1      | Yes          | 10    |
| 0602      | English as a Second Language 2 – AC         | 1    | 1      | Yes          | 10    |
| 0454      | American Literature & Composition – AC      | 1    | 1      | Yes          | 11    |
| 0319      | American Literature & Composition – CP      | 1    | 1      | Yes          | 11    |
| 0262      | American Literature & Composition – H       | 1    | 1      | Yes          | 11    |
| 0213/0214 | AP English Language & Composition – H       | 1    | 1      | Yes          | 11    |
| 0604      | English as a Second Language 3 – AC         | 1    | 1      | Yes          | 11    |
| 0120      | Contemporary Issues: Reading & Comp – AC    | 1    | 1      | Yes          | 12    |
| 0265      | Contemporary Literature & Our Heritage – CP | 1    | 1      | Yes          | 12    |
| 0266      | Contemporary Literature & Our Heritage – H  | 1    | 1      | Yes          | 12    |
| 0211      | AP English Literature & Composition – H     | 1    | 1      | Yes          | 12    |
| 0606      | English as a Second Language 4 – AC         | 1    | 1      | Yes          | 12    |

Jacob Vallicelli  
Department Chair  
Ext. 5575



### English 1

Every H-F freshman is required to take a full year of English. The study of literature, composition, and related skills will be the major emphasis. On your registration sign-up sheet, you must include one of the following English 1 levels; you may also enroll in the English electives available to freshmen.

|                                       |                                    |  |
|---------------------------------------|------------------------------------|--|
| <b>English 1</b>                      | <b>0012</b>                        | AC <i>English 1</i> focuses on fundamental reading, writing (including grammar), and thinking skills. Students learn how to formulate insightful questions and to reason thoughtfully about characterization, plot structure, the significance of setting, metaphor, main ideas and themes. Writing experiences include personal narratives, comparison and contrast essays, and paraphrasing and summarizing. Students become familiar with the school library on-line catalog, and several on-line databases.  |
| Level:                                | Academic Core                      |  |
| Prerequisite:                         | None                               |  |
| Open To:                              | Freshmen                           |  |
| Length:                               | Year                               |  |
| Credit:                               | 1                                  |  |
| <b>English 1</b>                      | <b>0022</b>                        | CP <i>English 1</i> focuses on fundamental reading, writing (including grammar), and thinking skills. Students learn how to formulate insightful questions and to reason thoughtfully about characterization, plot structure, the significance of setting, common archetypes, metaphor, main ideas and themes. Writing experiences include personal narratives, inductive and deductive reasoning, comparison and contrast essays, and paraphrasing and summarizing. Reading experiences focus on basic literary analysis and an introduction to genre. Students become familiar with the school library on-line catalog and several on-line databases.  |
| Level:                                | College Prep                       |  |
| Prerequisite:                         | None                               |  |
| Open To:                              | Freshmen                           |  |
| Length:                               | Year                               |  |
| Credit:                               | 1                                  |  |
| <b>English 1</b>                      | <b>0032</b>                        | Reading, writing, and thinking skills are honed at a more sophisticated level in honors <i>English 1</i> . Students learn how to formulate insightful questions and to reason thoughtfully about characterization, plot structure, the significance of setting, common archetypes, metaphor, main ideas and themes, and rhetorical elements. Writing experiences include personal narratives, inductive and deductive reasoning, comparison and contract essays, literary analysis, and paraphrasing and summarizing. Reading experiences focus on literary analysis and an introduction to genre. Students become familiar with the school library on-line catalog and several on-line databases. |
| Level:                                | Honors                             |  |
| Prerequisite:                         | None                               |  |
| Open To:                              | Freshmen                           |  |
| Length:                               | Year                               |  |
| Credit:                               | 1                                  |  |
| <b>English as a Second Language 1</b> | <b>0600</b>                        | This course, designed for freshmen who have been identified as Limited English Proficient via the state-mandated screening process, fulfills the 9 <sup>th</sup> grade English requirement for both H-F and the state of Illinois. The focus of this class is on learning or reinforcing the fundamentals of Standard English while preserving students' first-language literacy.  |
| Level:                                | Academic Core                      |  |
| Prerequisite:                         | Enrollment based on screening test |  |
| Open To:                              | Freshmen                           |  |
| Length:                               | Year                               |  |
| Credit:                               | 1                                  |  |

## English Required Course Offerings

### English 2

Sophomores will choose one of the following core courses.

|  |                    |   |
|--|--------------------|---|
| <p><b>English 2</b><br/>           Level: Academic Core<br/>           Prerequisite: English 1<br/>           Open To: Sophomores<br/>           Length: Year<br/>           Credit: 1</p>   | <p><b>0056</b></p> | <p>AC <i>English 2</i> refines the fundamental reading, writing (including grammar), and thinking skills worked with at the freshman level. A variety of public speaking skills and experiences are an added focus in this class. In their reading of fiction, poetry, and non-fiction, students sharpen their ability to formulate insightful questions to aid their comprehension. Defining tone and point-of-view and identifying the rhetorical elements of <i>logos</i> and <i>pathos</i> in an argument are new skills applied to both written and verbal communications. They then address these same rhetorical issues in preparing speeches to serve different purposes and audiences. Informative speeches involve research, during which students learn how to locate, evaluate, and properly cite primary sources. Writing experiences include analyzing literature, structuring comparison and contrast essays, and paraphrasing and summarizing.</p>  |
| <p><b>English 2</b><br/>           Level: College Prep<br/>           Prerequisite: English 1<br/>           Open To: Sophomores<br/>           Length: Year<br/>           Credit: 1</p>  | <p><b>0076</b></p> | <p>CP <i>English 2</i> refines the fundamental reading, writing (including grammar), and thinking skills worked with at the freshman level. A variety of public speaking skills and experiences are an added focus in this class. In their reading of fiction, poetry, and non-fiction, students sharpen their ability to formulate insightful questions to aid their comprehension. Defining tone and point-of-view, identifying the rhetorical elements of <i>logos</i> and <i>pathos</i> in an argument, and identifying common logical fallacies are new skills applied to both written and verbal communications. They then address these same rhetorical issues in preparing speeches to serve different purposes and audiences. Informative and argumentative speeches involve research, during which students learn how to locate, evaluate, and properly cite both primary and secondary sources. Writing experiences include writing poetry, analyzing literature, structuring comparison and contrast essays, and paraphrasing and summarizing. Many of these reading, writing, speaking, and thinking skills anticipate the research paper to be completed second semester in World History. Library orientation first semester acquaints students with more databases and trains students in evaluating web sites.</p>   |
| <p><b>English 2</b><br/>           Level: Honors<br/>           Prerequisite: English 1<br/>           Open To: Sophomores<br/>           Length: Year<br/>           Credit: 1</p>  | <p><b>0086</b></p> | <p>Honors <i>English 2</i> refines the fundamental reading, writing (including grammar), and thinking skills worked with at the freshman level. A variety of public speaking skills and experiences are an added focus in this class. In their reading of fiction, poetry, and non-fiction, students sharpen their ability to formulate insightful questions to aid their comprehension. Defining tone and point-of-view, identifying the rhetorical elements of <i>logos</i>, <i>pathos</i>, and <i>ethos</i> in an argument, and identifying common logical fallacies are new skills applied to both written and verbal communications. They then address these same rhetorical issues in preparing speeches to serve different purposes and audiences. Informative and argumentative speeches involve research, during which students learn how to locate, evaluate, and properly cite both primary and secondary sources. Writing experiences include writing poetry, analyzing literature, structuring comparison and contrast essays, inductive and deductive reasoning, and paraphrasing and summarizing. Many of these reading, writing, speaking, and thinking skills anticipate the research paper to be completed second semester in World History. Library orientation first semester acquaints students with more databases and trains students in evaluating web sites.</p> |
| <p><b>English as a Second Language 2</b><br/>           Level: Academic Core<br/>           Prerequisite: Enrollment based on screening test<br/>           Open To: Sophomores<br/>           Length: Year<br/>           Credit: 1</p> | <p><b>0602</b></p> | <p>This course, designed for sophomores who have been identified as Limited English Proficient via the state-mandated screening process, fulfills the 10<sup>th</sup> grade English requirement for both H-F and the state of Illinois. The focus of this class is on learning or reinforcing the fundamentals of Standard English while preserving students' first-language literacy.</p>  |

## English Required Course Offerings

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### English 3

Juniors will choose one of the following core courses.

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|---|------------------------------------|---|
| <b>American Literature &amp; Composition</b>                  | <b>0454</b>                        | <i>AC American Literature &amp; Composition</i> hones the reading, writing, and thinking skills introduced freshman and sophomore years. The attention to literature in the broader context of American culture calls for considerable work with theme and argumentative thinking in both reading and writing. Students are expected to take into account several rhetorical elements in the analysis of fiction and poetry, and in the case of argumentative writing, to consider <i>logos, pathos, and ethos</i> .  |
| Level:  | Academic Core                      |   |
| Prerequisite:   | English 1 & 2                      |   |
| Open To:  | Juniors                            |   |
| Length:   | Year                               |   |
| Credit:   | 1                                  |   |
| <b>American Literature &amp; Composition</b>                  | <b>0319</b>                        | <i>CP American Literature &amp; Composition</i> hones the reading, writing, and thinking skills introduced freshman and sophomore years. The attention to literature in the broader context of American culture calls for considerable work with theme and argumentative thinking in both reading and writing. Students are expected to take into account several rhetorical elements in the analysis of fiction and poetry, and in the case of argumentative writing, to consider <i>logos, pathos, and ethos</i> .  |
| Level:  | College Prep                       |   |
| Prerequisite:   | English 1 & 2                      |   |
| Open To:  | Juniors                            |   |
| Length:   | Year                               |   |
| Credit:   | 1                                  |   |
| <b>American Literature &amp; Composition</b>                  | <b>0262</b>                        | <i>Honors American Literature &amp; Composition</i> assumes dexterity in the reading, writing, and thinking skills honed freshman and sophomore years. The attention to literature in the broader context of American culture calls for sophisticated reflection on the inquiry concerning what is peculiarly American. Students delve into the definition and development of philosophical ideas, moral propositions, historical theories, and sociological and psychological concepts explicit in the writings of essayists and implicit in writers of imaginative literature. Writing assignments are concomitant to these explorations.   |
| Level:  | Honors                             |   |
| Prerequisite:   | English 1 & 2                      |   |
| Open To:  | Juniors                            |   |
| Length:   | Year                               |   |
| Credit:   | 1                                  |   |
| <b>Advanced Placement English: Language &amp; Composition</b> | <b>0214*</b>                       | <i>Advanced Placement English Language and Composition</i> focuses on reading and writing skills in analyzing and generating texts. Rhetoric, style, and argument are central to the course. Texts examined will be primarily non-fiction, although students will also study rhetoric, style, and argument as they apply to texts of imaginative literature. The course will feature frequent work with impromptu essays. Major take-home essays will be part of the course work as well. In developing their composition skills, students will work with modes of discourse such as definition, cause and effect, and comparison/contrast. They will work on additional composition skills such as sentence combining, sentence variety, syntactic manipulation, and paragraph development. Students taking the course will be well prepared to write the College Board AP English Language and Composition exam in May. |
| Level:  | Honors                             |   |
| Prerequisite:   | English 1 & 2                      |   |
| Open To:  | Juniors                            |   |
| Length:   | Year                               |   |
| Credit:   | 1                                  |   |
| <b>*Course #0213 for class of 2013</b>                        |                                    |   |
| <b>English as a Second Language 3</b>                         | <b>0604</b>                        | This course, designed for juniors who have been identified as Limited English Proficient via the state-mandated screening process, fulfills the 10 <sup>th</sup> grade English requirement for both H-F and the state of Illinois. The focus of this class is on learning or reinforcing the fundamentals of Standard English while preserving students' first-language literacy.   |
| Level:  | Academic Core                      |   |
| Prerequisite:   | Enrollment based on screening test |   |
| Open To:  | Juniors                            |   |
| Length:   | Year                               |   |
| Credit:   | 1                                  |   |

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## English Required Course Offerings

### English 4

Seniors will choose one of the following courses to complete their fourth year required English credit.

|  |   |
|--|---|
| <p><b>Contemporary Issues: Reading &amp; Composition of Non-Fiction</b>      <b>0120</b></p> <p>Level: Academic Core<br/>Prerequisite: English 1 &amp; 2 and American Literature<br/>Open To: Seniors<br/>Length: Year<br/>Credit: 1</p> | <p>In <i>Contemporary Issues</i>, students read, annotate, and analyze fiction and non-fiction as they hone the reading, writing, and thinking skills that seniors have worked with as underclassmen. Students also continue the development of their research and inquiry skills through the completion of a major research project or paper. Grammar and vocabulary development also continue in more sophisticated fashion than prior classes. Reading and writing experiences ask students to examine the modern world and make observations, draw conclusions, and build arguments.</p>  |
| <p><b>Contemporary Literature &amp; Our Heritage</b>      <b>0265</b></p> <p>Level: College Prep<br/>Prerequisite: English 1 &amp; 2 and 0214 or American Literature<br/>Open To: Seniors<br/>Length: Year<br/>Credit: 1</p>             | <p>CP <i>Contemporary Literature &amp; Our Heritage</i> hones the reading, writing, and thinking skills that seniors have worked with as underclassmen. The literature program draws upon fiction and non-fiction written by a wide range of voices among English-speaking authors (but not limited to U.S. authors), defining and dramatizing the social, political, and ethical issues of the late twentieth and early twenty-first centuries. Students will also read selections from earlier literary periods that complement or inform the thinking or style of the contemporary literature. Students will reflect upon and dialogue with these contemporary voices in a variety of writing modes: narrative, expository, and argumentative. The first three weeks of the course will include intensive work with the personal essay required for many college applications. Students will complete a formal research paper related to the focus of the course.</p>  |
| <p><b>Contemporary Literature &amp; Our Heritage</b>      <b>0266</b></p> <p>Level: Honors<br/>Prerequisite: English 1 &amp; 2 and 0214 or American Literature<br/>Open To: Seniors<br/>Length: Year<br/>Credit: 1</p>                   | <p>Honors <i>Contemporary Literature &amp; Our Heritage</i> hones the more sophisticated reading, writing, and thinking skills that have been worked with at the honors level freshman, sophomore, and junior years. The literature program draws upon fiction and non-fiction written by a wide range of voices among English-speaking authors (but not limited to U.S. authors), defining and dramatizing the social, political, and ethical issues of the late twentieth and early twenty-first centuries. Students will also read selections from earlier literary periods that complement or inform the thinking or style of the contemporary literature. Students will reflect upon and dialogue with these contemporary voices in a variety of writing modes: narrative, expository, and argumentative. Both the choice of texts and writing assignments will reflect the greater sophistication of skills expected of honors students. The first three weeks of the course will include intensive work with the personal essay required for many college applications. Students will complete a formal research paper related to the focus of the course.</p> |
| <p><b>Advanced Placement English: Literature &amp; Composition</b>      <b>0211</b></p> <p>Level: Honors<br/>Prerequisite: English 1 &amp; 2 and 0214 or American Literature<br/>Open To: Seniors<br/>Length: Year<br/>Credit: 1</p>     | <p>Students taking <i>Advanced Placement English Literature &amp; Composition</i> study novels, drama, and poetry from world literature. The pace of the course is rapid and presumes students have well-developed inferential reading skills and understanding of important literary devices. They also experiment with different methods of literary interpretation. In conjunction with the development of their interpretive skills, students work to improve their individual writing styles. Students write timed essays in class in preparation for the College Board Advanced Placement Test. Longer out-of-class papers, including a formal research paper, are required.</p>  |
| <p><b>English as a Second Language 4</b>      <b>0606</b></p> <p>Level: Academic Core<br/>Prerequisite: Enrollment based on screening test<br/>Open To: Seniors<br/>Length: Year<br/>Credit: 1</p>                                       | <p>This course, designed for seniors who have been identified as Limited English Proficient via the state-mandated screening process, fulfills the 12<sup>th</sup> grade English requirement for both H-F and the state of Illinois. The focus of this class is on learning or reinforcing the fundamentals of Standard English while preserving students' first-language literacy.</p>   |

# English Elective: BROADCASTING

## *Suggested Course Sequence*

### **Level I**

**Intro to Broadcast Production, Ethics, & History**  
**CP**  
(year)  
**130**

### **Level II**

*A full year of Level I  
coursework must be  
completed as a  
prerequisite to Level  
II selections*

**Broadcast Production II**  
**H**  
(year)  
**0126**

### **Level III**

*A full year of Level II  
coursework must be  
completed as a  
prerequisite to Level  
III selections*

**Broadcast Seminar**  
**H**  
(year)  
**0128**

# English Elective: THEATRE

## *Suggested Course Sequence*

### Level I

**Introduction to Theatre CP**  
(year)  
**0165**

### Level II

*A full year of Level I coursework must be completed as a prerequisite to Level II selections.*

**Acting**  
H  
(semester)  
**0195**

**&**

**Advanced Theatre Performance H**  
(semester)  
**0170**

The acting classes listed above and the tech classes below can each form a year-long sequence of Theatre instruction.

**Tech Theatre**  
H  
(semester)  
**0176**

**&**

**Play Production**  
H  
(semester)  
**0190**

### Level III

*It is recommended that both Level I & Level II coursework be completed as preparation for Level III.*

**Dramatic Literature: Analysis & Composition**  
H  
(year)  
**0284**

## English Elective: JOURNALISM

*Suggested Course Sequence*

**Level I**

**Journalism I**  
CP  
(year)  
**0203**

**or**

**Journalism I**  
H  
(year)  
**0574**

**Level II**

*A full year of  
coursework must be  
completed as a  
prerequisite to Level  
II selections*

**Journalism  
Seminar I H**  
(semester)  
**0562**

**&**

**Journalism  
Seminar II H**  
(semester)  
**0572**

## English Elective: DEBATE

*Suggested Course Sequence*

**Level I**

**Introduction to Debate H**  
(year)  
**0137**

**Level II**

*A full year of  
coursework must be  
completed as a  
prerequisite to Level  
II selections*

**Debate Seminar**  
H  
(year)  
**0141**

# English Elective: ASSORTED OPTIONS

Freshman  
Sophomore

Junior  
Senior

**Speech H**  
(year)  
**0094**

**Film Study and the Art of Digital Filmmaking H**  
(year)  
**0932**

Sophomore

Junior  
Senior

**Writer's Workshop: Creative Writing Seminar CP**  
(year)  
**0326**

**Writer's Workshop: Creative Writing Seminar H**  
(year)  
**0327**

Junior  
Senior

**English Through the Humanities H**  
(year)  
**0254**

## English – Elective Courses

| Code | Title-Level                                      | Year | Credit | Prerequisite | Grade |
|------|--|------|--------|--------------|-------|
| 0130 | Broadcast Production, Ethics and History – CP    | 1    | 1      | No           | 9-12  |
| 0126 | Broadcast Production 2 – H                       | 1    | 1      | Yes          | 10-12 |
| 0128 | Broadcast Seminar – H                            | 1    | 1      | Yes          | 11-12 |
| 0137 | Introduction to Debate – H                       | 1    | 1      | No           | 9-12  |
| 0141 | Debate Seminar – H                               | 1    | 1      | Yes          | 10-12 |
| 0094 | Speech – H                                       | 1    | 1      | No           | 9-12  |
| 0165 | Introduction to Theatre – CP                     | 1    | 1      | No           | 9-12  |
| 0176 | Technical Theatre – H                            | .5   | .5     | Yes          | 10-12 |
| 0190 | Play Production – H                              | .5   | .5     | Yes          | 10-12 |
| 0195 | Acting – H                                       | .5   | .5     | Yes          | 10-12 |
| 0170 | Advanced Theatre Performance – H                 | .5   | .5     | Yes          | 10-12 |
| 0284 | Dramatic Literature: Analysis & Composition – H  | 1    | 1      | Yes          | 11-12 |
| 0203 | Journalism 1 – CP                                | 1    | 1      | No           | 9-12  |
| 0574 | Journalism 1 – H                                 | 1    | 1      | No           | 9-12  |
| 0562 | Journalism Seminar 1 – H                         | .5   | .5     | Yes          | 10-12 |
| 0572 | Journalism Seminar 2 – H                         | .5   | .5     | Yes          | 10-12 |
| 0932 | Film Study and the Art of Digital Filmmaking – H | 1    | 1      | No           | 9-12  |
| 0326 | Writer's Workshop: Creative Writing Seminar - CP | 1    | 1      | Yes          | 10-12 |
| 0327 | Writer's Workshop: Creative Writing Seminar - H  | 1    | 1      | Yes          | 10-12 |
| 0254 | Humanities 1 – H                                 | 1    | 1      | Yes          | 11-12 |

In addition to required courses, students may enroll in English elective offerings or in an additional required course for elective credit. Should students enroll in an additional English course from the three areas of study at the junior and senior level, they must begin with the first course in the sequence.

### English Elective Courses

English Elective Courses are designed to assist students in developing specialized talents and areas of interest.

|  |  |
|--|--|
| <p><b>Broadcast Production, Ethics and History</b>      <b>0130</b></p> <p>Level: College Prep</p> <p>Prerequisite: None</p> <p>Open To: Fr, Soph, Jr, Sr</p> <p>Length: Year</p> <p>Credit: 1</p> | <p>This course is designed for those who are interested in an overview of telecommunications as well as those who plan to study broadcasting in depth while at H-F. Students develop an understanding of mass media and communication. The first half of the course deals with the development and (self/governmental) regulation of broadcasting. Students learn about the history of mass media, legal rules and regulations, programming trends and station formats, media ethics, and broadcast advertising. The second semester of the course is designed to familiarize students with broadcast production including storytelling techniques, crew operation, equipment operation, script preparation, producing, directing, and basic production techniques. Laboratory practice in radio and television is provided. This course emphasizes the development of radio and TV production skills, including programs for both radio and television. Students are expected to work after school producing several newscasts throughout the semester. Students also gain practical experience in actual new writing and editing skills during class and after school at H-F's own radio station, WHFH, and television production facility, VTV.</p> |
|--|--|

|  |   |
|--|---|
| <p><b>Broadcast Production 2</b>      <b>0126</b></p> <p>Level: Honors</p> <p>Prerequisite: 0130 and Teacher Consent</p> <p>Open To: Soph, Jr, Sr</p> <p>Length: Year</p> <p>Credit: 1</p> | <p>Broadcast Production 2 is an advanced course in the theory and production of full-length broadcast programs of a serious nature. Students enrolling in this course are expected to be conversant with the terminology of broadcast production as well as research and broadcast writing techniques. Units of work include both theory and laboratory practice in taping, tape editing, program organization, scripted vignettes, music as a production device, advanced producing and directing techniques, promotion and script writing (typed). Students keep abreast of mass media current events by reading related periodical articles and writing summaries on a weekly basis first semester. During the second semester, each student will actually produce an original fifty-five minute radio documentary program and TV show. There is considerable laboratory work required during preparation of each program. Each producer is responsible for contracting his/her crew and for the training of a beginning broadcasting student as a member of his/her production team. Students are expected to write an in-depth research report on the documentary subject they have selected. Students participate in the production of after-school newscasts at WHFH and in a group television production during the fourth quarter.</p> |
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## English – Elective Courses

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| <b>Broadcast Seminar</b>       | <b>0128</b>                   | Each Broadcast Seminar student is appointed to a specific department at WHFH/FM or VTV where he/she is expected to function as a member of the station's operating staff. Students are expected to be responsible for directing their own workload and for assisting in the evaluation of their efforts and staff. Some after-school work is required in such areas as radio and TV productions. Students enrolled in this course are expected to have a thorough understanding of broadcast regulation and operating practices.  |
| Level:                         | Honors                        |   |
| Prerequisite:                  | 0130, 0126, & Teacher Consent |   |
| Open To:                       | Juniors, Seniors              |   |
| Length:                        | Year                          |   |
| Credit:                        | 1                             |   |
| <b>Introduction to Debate</b>  | <b>0143</b>                   | This course is designed for the beginning student who wishes to gain a solid foundation in academic debating. This course will involve both lecture/discussion of the skills necessary for debate and student participation in practice debates. These skills include how to analyze propositions, improve one's research techniques, evaluate evidence, attach others' arguments and defend one's own, the use of elements of logic, and work on improving one's debating style. Students are required to read a considerable amount of literature related to the topic being debated and to participate in at least one debate on each side of the proposition during the course of each quarter. The topic is the National Forensics League Policy Debate topic for the particular year. |
| Level:                         | Honors                        |   |
| Prerequisite:                  | None                          |   |
| Open To:                       | Fr, Soph, Jr, Sr              |   |
| Length:                        | Year                          |   |
| Credit:                        | 1                             |   |
| <b>Debate Seminar</b>          | <b>0141</b>                   | Debate Seminar is a full-year co-curricular course primarily intended for students currently involved in extra-curricular Debate Team competition. In this course, students will complete a series of independent and group-oriented research projects based largely on the current academic year's National Forensics League Policy Debate topic. Students will also participate in in-class debates and receive oral and written criticism from both teachers and fellow students. Explicit instruction in the theoretical and philosophical aspects of debate and its relationship to rhetoric, writing, and reading will be regularly emphasized and evaluated.   |
| Level:                         | Honors                        |   |
| Prerequisite:                  | Intro to Debate               |   |
| Open To:                       | Soph, Jr, Sr                  |   |
| Length:                        | Year                          |   |
| Credit:                        | 1                             |   |
| <b>Speech</b>                  | <b>0095</b>                   | This course is designed to acquaint the student with the principals of the communication process through several units including competitive forensics, interpersonal communication (including interviewing), small group process and public speaking (including special occasion). It is a broad-based approach to aid the student in becoming a more effective communicatory by applying these principles to real-world situations. Each student will be entered in forensic competition, present formal speeches in each of the described units and be expected to participate in class evaluations and discussions.   |
| Level:                         | Honors                        |   |
| Prerequisite:                  | None                          |   |
| Open To:                       | Fr, Soph, Jr, Sr              |   |
| Length:                        | Year                          |   |
| Credit:                        | 1                             |   |
| <b>Introduction to Theatre</b> | <b>0165</b>                   | Introduction to Theatre explores the elements of drama through improvisation, theatre games, and introductory theatre vocabulary. In this course, students develop the means to express themselves creatively while building self-confidence, performance skills, and technical theatre knowledge. Beginning with group and individual exercises, students receive a fundamental understanding of dramatic principles. Students will develop skills in acting and scene analysis, as well as be exposed to design and technical theatre elements. Emphasis is placed on the theatre practitioner's role in a cooperative ensemble.  |
| Level:                         | College Prep                  |   |
| Prerequisite:                  | None                          |   |
| Open To:                       | Fr, Soph, Jr, Sr              |   |
| Length:                        | Year                          |   |
| Credit:                        | 1                             |   |
| <b>Technical Theatre</b>       | <b>0176</b>                   | This is a project based course in which the skills for producing the technical elements of a play will be taught. Students are working on the stage, in the auditorium and in its shop, and are involved in set construction, sound design, lighting, costuming, stage make up, and special effects. There are reading assignments in a textbook and some writing assignments. Lab hours are recommended outside the classroom each quarter.  |
| Level:                         | Honors                        |   |
| Prerequisite:                  | Intro to Theatre              |   |
| Open To:                       | Soph, Jr, Sr                  |   |
| Length:                        | Semester                      |   |
| Credit:                        | .5                            |   |
| <b>Play Production</b>         | <b>0190</b>                   | Students in the second semester continue the work done during the first semester in the Technical Theatre course, at an advanced level in set design and construction, sound design, lighting, costuming, stage make up, and special effects. This course culminates in the production of a play. Lab hours are recommended outside the classroom each quarter.   |
| Level:                         | Honors                        |   |
| Prerequisite:                  | Intro to Theatre              |   |
| Open To:                       | Soph, Jr, Sr                  |   |
| Length:                        | Semester                      |   |
| Credit:                        | .5                            |   |

## English – Elective Courses

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| <p><b>Acting</b> <b>0195</b><br/>           Level: Honors<br/>           Prerequisite: Intro to Theatre<br/>           Open To: Soph, Jr, Sr<br/>           Length: Semester<br/>           Credit: .5</p>   | <p>Acting will build on the background established in Introduction to Theatre, focusing on creating honest, believable characters and situations. Actors will work with scripts of varying lengths, to expand their abilities to understand and bring to life scenes from significant dramatic literature. In this course, students develop the means to express themselves creatively while building self-confidence, acting skills, and analytical skills. Observation, concentration, and improvisation exercises are explored to foster student creativity. Performances require understanding of aesthetic, physical, and vocal principles. Major assignments require memorization skills.</p>   |
| <p><b>Advanced Theatre Performance</b> <b>0170</b><br/>           Level: Honors<br/>           Prerequisite: Intro to Theatre<br/>           Open To: Soph, Jr, Sr<br/>           Length: Semester<br/>           Credit: .5</p>                                 | <p>Advanced studies in theatre arts are designed to allow students to achieve an ongoing concept of the artistic self, while providing training in characterization and specialized performance methods. The student should have prior theatre arts experience, in which sufficient orientation to the stage has been accomplished. Students in this course discover the interpretive and performance skills necessary to coordinate a group performance. Within the class performances, each member of the class participates in the theatre art process, including auditions, memorization techniques, blocking, production concept, script analysis, interpretation and performance. This course culminates in a required production outside of school hours.</p>  |
| <p><b>Dramatic Literature: Analysis &amp; Composition</b> <b>0284</b><br/>           Level: Honors<br/>           Prerequisite: Level 1 and Level 2 Theatre classes<br/>           Open To: Jr. and Sr.<br/>           Length: Year<br/>           Credit: 1</p> | <p>Through the study and analysis of major dramatic writing, students discover the “thinking” process involved in playwriting and the great ideas and emotions revealed in significant dramatic authors. Students will study Historical, Contemporary American, and World Drama. Compositional skills emphasize writing of the ten-minute play, formal analysis, and essays investigating authors’ dramatic techniques. Students will study several methodologies for play analysis and discuss play conceptualization and director vision for a production. Students also will learn audition and casting techniques, collaboration with designers, as well as how to plan for and rehearse a production. Students also will study the effectiveness of an ensemble and other leadership activities and roles in the theatre. The culminating project of the course will be to direct a ten-minute play written by classmates in the first semester.</p>   |
| <p><b>Journalism 1</b> <b>0203</b><br/>           Level: College Prep<br/>           Prerequisite: None<br/>           Open To: Fr, Soph, Jr, Sr<br/>           Length: Year<br/>           Credit: 1</p>  | <p><i>Journalism 1</i>, college prep level, is a year-long course divided into the study of the fundamentals of news, feature, editorial, and sports writing. Students learn the process of gathering information, sorting and organizing it, then writing an accurate account of the event appropriate for the story type. Emphasis is placed on developing a clear, precise writing style. Additionally, students learn to develop creative feature articles and explore various techniques for writing these stories. Editorial writing develops a student’s ability to write editorials in an ethical and responsible manner. Students also learn how to prepare a dummy (preliminary page layout) and fit headlines, by-lines and subheads, as well as learn to design newspaper pages on the computer.</p>  |
| <p><b>Journalism 1</b> <b>0574</b><br/>           Level: Honors<br/>           Prerequisite: None<br/>           Open To: Fr, Soph, Jr, Sr<br/>           Length: Year<br/>           Credit: 1</p>  | <p><i>Journalism 1</i>, honors level, is a course designed for students interested in newspaper journalism and developing their skills as a writer. The course takes a look at the contemporary media and explores the ethical and responsibility issues inherent in the press today. Additionally, students learn the fundamentals of news, feature, editorial, and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories utilizing varied structures and writing techniques. They research topics, interview primary sources and develop stories appropriate for the particular story assignment. In addition, students learn to layout and design pages; they learn to write headlines, captions and cutlines, as well as create graphics for original page layouts. Students also learn to design page layouts on the computer. Students are required to generate stories for <i>The Voyager</i> and complete several independent projects.</p> |
| <p><b>Journalism Seminar 1</b> <b>0562</b><br/>           Level: Honors<br/>           Prerequisite: Journalism 1 and Teacher Consent<br/>           Open To: Soph, Jr, Sr<br/>           Length: Semester<br/>           Credit: .5</p>                         | <p><i>Journalism Seminar 1</i> is designed to be an in-depth application of the theory and skills mastered in the first year journalism course. Students generate, write and edit stories necessary to produce the bi-weekly student publication, <i>The Voyager</i>. In addition to writing articles, students will design and layout pages for each edition as well as meet all predetermined production and editorial deadlines. Motivation, responsibility, independence and self-direction are essential characteristics for the student who enrolls in this course. In addition to writing for the bi-weekly editions of <i>The Voyager</i>, students may be required to write an in-depth, multiple source story in which they probe an issue or topic each quarter. The article is a minimum of 25 column inches and is intended to showcase a student’s best creative and journalistic talent.</p>   |

## English – Elective Courses

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| <p><b>Journalism Seminar 2</b>                      <b>0572</b></p> <p>Level:                      Honors</p> <p>Prerequisite:              Journalism 1 and<br/>Teacher Consent</p> <p>Open To:                      Soph, Jr, Sr</p> <p>Length:                      Semester</p> <p>Credit:                      .5</p>             | <p>Second semester journalism seminar is a continuation of the in-depth study of newspaper writing and design. Students should be proficient in the journalistic skills learned in first year courses and refined in the first semester seminar course. The emphasis continues to be on self-direction and self-motivation, and students will be expected to take on more responsibility as they increase their use of skills. In addition to writing for the bi-weekly editions of <i>The Voyager</i>, students are required to write one in-depth, multiple source story in which they “probe” an issue or topic each quarter. The article is a minimum of 25 column inches and is intended to showcase a student’s best creative and journalistic talent.</p>   |
| <p><b>Film Study and the Art of Digital<br/>Filmmaking</b>                                      <b>0932</b></p> <p>Level:                      Honors</p> <p>Prerequisite:              None</p> <p>Open To:                      Fr, Soph, Jr, Sr</p> <p>Length:                      Year</p> <p>Credit:                      1</p>  | <p>With the advancement of digital filmmaking tools and thus the drop in technology costs, digital filmmaking is becoming a standard in many fine arts programs in elementary and secondary schools. Students will study vocabulary, technique, and history to give them the tools to understand and evaluate films. Essay writing focuses on the analysis of existing films. Students complement their understanding of film with hands-on experiences in the production of several films including scripting, organizing crews, scheduling locations, procuring talent, coordinating schedules with equipment availability, directing talent, lighting, moving props, instructing technical crew, and editing. Students will have the opportunity to use equipment of the industry, take on a variety of roles (director, actor, and editor), and create several professional short films including audio and visual effects.</p>  |
| <p><b>Writer’s Workshop:<br/>Creative Writing Seminar</b>                      <b>0326</b></p> <p>Level:                      College Prep</p> <p>Prerequisite:              English 1</p> <p>Open To:                      Soph, Jr, Sr</p> <p>Length:                      Year</p> <p>Credit:                      1</p>            | <p>Students in this course will read a variety of literary works and conduct close analysis of writing style, both individually and in groups. Based upon their analytical studies of writing, students will then do their own creative writing. This course follows a workshop approach to the revision process where students prepare, share and discuss each other’s work, in an effort to produce high quality writing. The goal of this course is for each student to develop his or her own writing style and overall writing skills. Throughout the process, students will learn the fundamentals of publishing original works. This course differs from the honors level by the number, length, and difficulty of writing assignments. Due to the seminar nature of this course, it may be repeated for general elective credit.</p>   |
| <p><b>Writer’s Workshop:<br/>Creative Writing Seminar</b>                      <b>0327</b></p> <p>Level:                      Honors</p> <p>Prerequisite:              English 1</p> <p>Open To:                      Soph, Jr, Sr</p> <p>Length:                      Year</p> <p>Credit:                      1</p>                  | <p>Students in this course will read a variety of literary works and conduct close analysis of writing style, both individually and in groups. Based upon their analytical studies of writing, students will then do their own creative writing. This course follows a workshop approach to the revision process where students prepare, share and discuss each other’s work, in an effort to produce high quality writing. The goal of this course is for each student to develop his or her own writing style and overall writing skills. Throughout the process, students will learn the fundamentals of publishing original works. This course differs from the honors level by the number, length, and difficulty of writing assignments. Due to the seminar nature of this course, it may be repeated for general elective credit. This course differs from the college prep level by the number, length, and difficulty of writing assignments. Due to the seminar nature of this course, it may be repeated for general elective credit.</p> |
| <p><b>English through the<br/>Humanities 1</b>                                      <b>0254</b></p> <p>Level:                      Honors</p> <p>Prerequisite:              English 1<br/>&amp; 2,</p> <p>Open To:                      Jr. and Sr.</p> <p>Length:                      Year</p> <p>Credit:                      1</p> | <p>This reading and writing course focuses on literature and cultures throughout the world and their relationship to modern thought. Students will read, learn, and analyze the history, culture, philosophy, religion, philology, architecture, art, legal systems, music, drama, and mythology of people from the start of civilization through the Renaissance. Art criticism, law codes, scientific data, and philosophical argument account for a significant portion of the non-fiction material presented in this course. Students are expected to be able to identify and write about common strands of thought and universal motifs that bind these ancient civilizations to the present. Composition assignments will include critical essays, interdisciplinary comparisons, personal reflections, parody, a variety of creative pieces and a major, multi-source research paper.</p>   |

# Notes