ENGLISH

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students’ facility with language arts through reading, writing, speaking, listening, and viewing experiences that incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning, research and utilization of technology. Emphasis is placed on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thoughtful and compassionate citizens of the global community. In addition, language skills are taught within the context of authentic reading, writing, speaking, listening and viewing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world.

The flow chart on page 16 reflects the most usual sequence of course selections. Students and parents should refer to these guidelines and to the specific course descriptions. In addition, students should know that honors and Advanced Placement courses require much more effort and a greater commitment in the following areas: critical thinking, working independently, increased number of assessments per marking period, multi-tasking, submitting assignments on time and analytical writing.

Four years of English are required for graduation. Students must take English I (2011/2010), or Humanities (2416) in the Freshman year, English II (2020/2021) or English II Honors (2023) in the Sophomore year, English III (2031/2030), American Studies (2431), or English III Honors (2033) in the Junior year, and English IV (2041/2040), The Global Citizen, English IV Advanced Placement Language and Composition (2144), or English IV Advanced Placement Literature and Composition (2146) in the Senior year.

Placement in honors and AP level courses is by teacher recommendation based on previous grades earned in English courses and additional criteria listed in the course description..

Grade 9

Course: 2011 – English I – Forging Identity Through Language and Literature
Prerequisites: None
Description:
Full Year
5.00 Credits
English I examines how individuals, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature study explores the ways in which written and oral language reflect the essential aspects of the human condition while also examining the diversity of people and cultures. An emphasis on the writing process complements the study of literature to develop skills in expository prose, personal, narrative, and research-based writing forms. This course is recommended for most ninth grade students who can read and write material appropriate for this grade level.

Grade 9

Course: 2010 – English I – Forging Identity Through Language and Literature
Prerequisites: None
Description:
Full Year
5.00 Credits
English I examines how individuals, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature study explores the ways in which written and oral language reflect the essential aspects of the human condition while also examining the diversity of people and cultures. An emphasis on the writing process complements the study of literature to develop skills in expository prose, personal, narrative, and research-based writing forms. In addition English I (2010) is a skill-intensive approach to the English I (2011) curriculum. This course places a heavier emphasis on the acquisition and development of language arts skills. Students acquire strategies to improve their reading comprehension, writing development, vocabulary acquisition and study skills.
### Grade 9

**Course:** 2416 – Humanities: Finding and Maintaining an Identity in the Global World  
**Prerequisites:** None  
**Description:**  
The Humanities curriculum fulfills the requirements of the ninth grade social studies and English courses. The class is team-taught in a two-period block by an English and a social studies teacher. Students explore the experience of the individual in a variety of historical, social, political and cultural contexts through the lens of world history, literature and the arts. Students are challenged to extend their thinking past restating facts, dates and plot lines. Emphasis is placed on developing the ability to apply, synthesize and analyze history and literature. This course requires students to use concrete pieces of information to argue larger points, ask profound questions, develop counter-claims, make significant connections, and work in groups to create a product or presentation. Throughout the year students participate in collegial discussions focused on stimulating a thoughtful well-reasoned exchange of ideas. Alternate views are considered as students respond thoughtfully to diverse perspectives on history, literature and the arts. Humanities is recommended for students who are interested in studying the arts in addition to literature and world history. It is also recommended for students who enjoy actively collaborating with others and finding creative solutions to complex issues. This course is required for 9th grade students not electing Exploring Global Studies 4010 or Global Perspectives (4011) and English (2011).

### Grade 10

**Course:** 2021 – English II – Exploring Perspectives in Language and Literature  
**Prerequisites:** Successful completion of English I (2011/2010) or Humanities (2416)  
**Description:**  
English II explores the power of language and the commonality of human experience through a comparative study of written and oral expression. The texts studied in this course draw heavily from the literature of the former and existing nations of the British Commonwealth. An emphasis on the writing process complements the study of literature to develop skills in expository, personal, narrative, and research-based writing. This course is recommended for most tenth grade students who can read and write material appropriate for the grade level.

**Course:** 2020 – English II - Exploring Perspectives in Language and Literature  
**Prerequisites:** Successful completion of English I (2021) or Humanities (2416)  
**Description:**  
English II explores the power of language and the commonality of human experience through a comparative study of written and oral expression. The texts studied in this course draw heavily from the literature of the former and existing nations of the British Commonwealth. An emphasis on the writing process complements the study of literature to develop skills in expository, personal, narrative, and research-based writing. In addition English II (2020) is a skill-intensive approach to the existing English II (2021) curriculum. This course places a heavier emphasis on the acquisition and development of language arts skills. Students acquire strategies to improve their reading comprehension, writing development, vocabulary acquisition and study skills.

**Course:** 2023 – English II Honors – Exploring Perspectives in Language and Literature  
**Prerequisites:** Successful completion of English I (2021) or Humanities (2416)*  
**Description:**  
English II Honors parallels the regular English II curriculum (see description above). This course is recommended for students who demonstrate not only mature motivation and genuine commitment to learning but also sensitivity to effective writing and literature. *To be recommended for this course, students must meet the following criteria:  
1. A or B+ average in previous course.  
2. The ability to read more extensively, to study and discuss literature in greater depth and to write more comprehensive and varied compositions, and to work independently on both long
and short term assignments.

Grade 11  
Course: 2031 – English III – Exploring American Voices in Language and Literature  
Prerequisites: Successful completion of English II (2020/2021) or English II Honors (2023)  
Description:  
Full Year  
5.00 Credits  
English III is the required junior English course. Emphasizing either the chronological sweep of American literature or a thematic development of important issues and ideas, English III offers students the opportunity to express themselves as independent thinkers within the context of their lives. Through the juxtaposition of student voices in the classroom with that of the voices of authors, the course emphasizes the value and power of individuality and honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American literature. This course is recommended for most eleventh grade students who can read and write material appropriate to the grade level.

Grade 11  
Course: 2030 – English III – Exploring American Voices in Language and Literature  
Prerequisites: Successful completion of English II (2020/2021)  
Description:  
Full Year  
5.00 Credits  
English III is the required junior English course. Emphasizing either the chronological sweep of American literature or a thematic development of important issues and ideas, English III offers students the opportunity to express themselves as independent thinkers within the context of their lives. Through the juxtaposition of student voices in the classroom with that of the voices of authors, the course emphasizes the value and power of individuality and honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American literature. In addition English III (2030) is a skill-intensive approach to the existing English III curriculum (see description above). This course places a heavier emphasis on the acquisition and development of language arts skills. Students acquire strategies to improve their reading comprehension, writing development, vocabulary acquisition and study skills.

Grade 11  
Course: 2431 - American Studies*  
Prerequisites: Successful Completion of English II (2020/2021) and U.S. I/Defining the Identity of the United States (4121)  
Description:  
Full Year  
10.00 Credits  
The American Studies curriculum fulfills the requirements of the eleventh grade social studies and English courses. The class is team taught in a two-period block by an English and a social studies teacher. In the American Studies course, students are provided the opportunity to examine the American conversation through the lens of history, literature and the arts. Students will examine who is a part of that conversation, what they are saying, and how it has shaped the direction of this country over time. Students are expected to extend their thinking past restating facts, dates and plot lines. Emphasis is placed on refining the ability to apply, synthesize and analyze history and literature. This course requires students to use concrete pieces of information to argue larger points, ask profound questions, develop counter-claims, make significant connections, and work in groups to create a product or presentation. Throughout the year students participate in collegial discussions focused on stimulating a thoughtful well-reasoned exchange of ideas. Alternate views are considered as students respond thoughtfully to diverse perspectives on history, literature and the arts. American Studies is recommended for students who are interested in studying the arts in addition to American History and literature. It is also recommended for students who enjoy actively collaborating with others and finding creative solutions to complex issues. American Studies replaces the required courses English III and U.S. II/Issues in 20th Century History.
*Students may opt to take American Studies for honors credit. The addition of an honors option offers students the opportunity to take advantage of the unique interdisciplinary learning experience, while challenging them to earn honors credit. College preparatory and honors American Studies will be offered concurrently with students learning and working together in the same classroom. Those students who elect to work at the honors level will be expected to extend their work to a deeper level and take a more active leadership role in class discussions and debates. Relative to the course expectations for American Studies, students should be able to achieve the following: read more extensively; study and discuss literature and history in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; experiment with more sophisticated elements of style and voice; and demonstrate a more profound understanding of the relationship between historical context and literature of a given period. All established requirements and guidelines for the honors program, outlined in Westfield High School’s program of studies (page vi), apply to American Studies honors.

Honors Option Prerequisites – A/B+ average in previous English and social studies course

**Grade 11**

**Course:** 2033 – English III Honors – Exploring American Voices through Language and Literature  
**Prerequisites:** Successful completion of English II (2021) or English II Honors (2023)  
**Description:**  
The English III Honors curriculum parallels the English III course of studies (see description above). This course is recommended for students who demonstrate not only mature motivation and genuine commitment to learning but also an appreciation for the subtleties of the craft of writing.  
*To be recommended for this course, students must meet the following criteria:*  
1. A or B+ average in previous course.  
2. Relative to the course expectations for English III, students must be able to achieve the following: read more extensively; study and discuss literature in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; experiment with more sophisticated elements of style and voice; and demonstrate a more profound understanding of the relationship between historical context and the literature of a given period.

**Grade 12**

**Course:** 2041 - English IV – Experiencing Cultural Diversity through Language and Literature  
**Prerequisites:** Successful completion of English III (2031/2030), English III Honors (2033) or American Studies (2431)  
**Description:**  
English IV: Experiencing Cultural Diversity through Language and Literature is a final offering in a sequence of courses emphasizing human communication in many forms and voices. The course highlights important origins, significant authors and movements of the human experience in world literature from European, African, Asian and other diverse cultures. Through a continued emphasis on and review of grammar, mechanics and composition, the course develops and refines skills in expository, personal and research-based writing, while also helping students further develop their presentation skills. This course is recommended for most twelfth grade students who read and write material appropriate to the grade level.

**Grade 12**

**Course:** 2040 - English IV – Experiencing Cultural Diversity through Language and Literature  
**Prerequisites:** Successful completion of English III (2031/2030) or American Studies
English IV: Experiencing Cultural Diversity through Language and Literature is a final offering in a sequence of courses emphasizing human communication in many forms and voices. The course highlights important origins, significant authors and movements of the human experience in world literature from European, African, Asian and other diverse cultures, while also helping students further develop their presentation skills. Through a continued emphasis on and review of grammar, mechanics and composition, the course develops and refines skills in expository, personal and research-based writing. This course is recommended for most twelfth grade students who read and write material appropriate to the grade level.

In addition English IV (2040) is a skill-intensive approach to the existing English IV curriculum (see description above). This course places a heavier emphasis on the acquisition and development of language arts skills. Students acquire strategies to improve their reading comprehension, writing development, vocabulary acquisition and study skills.

Course: 2441 - The Global Citizen
Prerequisites: Successful completion of English III (2031/2030) or English III Honors (2033); U.S. History II (4131), AP US (4164) or American Studies (2431)

Grade 12
Full Year
10.00 Credits

The Global Citizen fulfills the requirement of twelfth grade English as well as a Social Studies elective. The course is team taught in a two-period block by an English and Social Studies teacher. The Global Citizen fosters students’ global consciousness by examining literature and history that illuminates cultural, political, moral, religious and philosophical ideas that influence society. Students analyze experiences and philosophies through history and character/literature studies. Students will examine topics such as globalization, individual authenticity, dehumanization, cultural perspectives on the purpose of life, and the navigation of major lifestyle changes. Emphasis is placed on extrapolating future trends, the rise of different countries, interactions with foreign cultures, and the interactivity of globalized market economies with those that are isolated. This course is recommended for students who are interested in studying historical influences on culture through literature, film, music, architecture, changing demography, philosophy, law, as well as the study of literature and history in an integrated, interdisciplinary, project-based class.

Course: 2144 – English IV Advanced Placement Language and Composition
Prerequisites: Successful completion of English III (2031), English III Honors (2033), or American Studies (2431)*

Students may take course number 2144 or 2146, but not both.

Grade 12
Full Year
5.00 Credits

English Advanced Placement Language and Composition demands rigorous academic standards, sophisticated analytical and critical thinking, and articulate written and oral expression. Implicit in the AP program is the expectation of maturity for independent scholarship and intelligent interaction in a seminar setting. The primary goal of AP Language and Composition is increased awareness of the relationship among language, meaning, and purpose. As in the college course for which this AP course is a substitute, its purpose is to enable students to read complex texts written in a variety of periods, disciplines and rhetorical contexts with understanding and to write prose of sufficient richness and complexity in order to communicate effectively with mature writers. Through their reading and writing, students are aware of the interactions amongst a writer’s purpose, audience expectations and subjects as well as the way conventions and resources contribute to effective writing. Upon completion of this course students should plan to take the Advanced Placement Exam.

*To be recommended for this course, students must meet the following criteria:
1. An A or B+ in prior English course.
2. Ability to read and write at a college level, to study and discuss language in greater
depth, to write more comprehensive, critical and varied compositions, to complete more independent reading and analysis and to experiment with more sophisticated elements of style and voice.

3. Completion of summer reading and writing assignments.

**Grade 12**

**Course: 2146 – English IV Advanced Placement Literature and Composition**

Successful completion of English III (2031), English III Honors (2033), or American Studies (2431)*

*Students may take course number 2144 or 2146, but not both.*

**Description:**

Full Year 5.00 Credits

English Advanced Placement Literature and Composition demands rigorous academic standards, sophisticated analytical and critical thinking, and articulate written and oral expression. Implicit in the AP program is the expectation of maturity for independent scholarship and intelligent interaction in a seminar setting. The course engages students in the careful and critical analysis of imaginative literature. Through the close reading of classic and contemporary texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes as well as elements such as figurative language, imagery, symbolism and tone. The course requires the study and practice of writing with sensitivity and discrimination and develops the ability to write in various forms. Upon completion of this course students should plan to take the Advanced Placement Exam.

*To be recommended for this course, students must meet the following criteria:

1. An A or B+ in prior English course.
2. Ability to read and write at a college level and to the study and practice of writing with sensitivity and discrimination and to the development of the ability to write in various forms.
3. Completion of summer reading and writing assignments.

**ENGLISH ELECTIVES**

**PLEASE NOTE:** These courses are offered for elective credit; they do not satisfy English credit requirements for graduation.

**Grade 9 & 10**

**Course: 2979 - Blog Writing**

**Prerequisites:** None

**Description:**

Half Year 2.50 Credits

*Blog Writing* is an English elective class designed to strengthen students’ reading and writing skills through teacher recommendation and student interest. As an elective, this class uses a skill-intensive approach to support the content taught in the English Language Arts standards. In a small-class, workshop environment, students acquire strategies to improve their reading skills, writing skills and standardized test-taking approaches. Students deepen their expository-, persuasive- and narrative-writing skills, while reading and analyzing shorter and longer works of nonfiction. Students engage with technology through the publishing of blogs, and also develop their speaking and listening skills through in-class readings. Blog writing is an established form of written communication used by everyone from journalists and authors to educators and students. Blog writing appeals to students’ affection for social media, while its template is broad enough to allow for all types of writing.

**Grade 11 & 12**

**Course: 2980 - Blog Writing**

**Prerequisites:** None

**Description:**
**Blog Writing** is an English elective class designed to strengthen students’ reading and writing skills through teacher recommendation and student interest. As an elective, this class uses a skill-intensive approach to support the content taught in the English Language Arts standards. In a small-class, workshop environment, students acquire strategies to improve their reading skills, writing skills and standardized test-taking approaches. Students deepen their expository-, persuasive- and narrative-writing skills, while reading and analyzing shorter and longer works of nonfiction. Students engage with technology through the publishing of blogs, and also develop their speaking and listening skills through in-class readings. Blog writing is an established form of written communication used by everyone from journalists and authors to educators and students. Blog writing appeals to students’ affection for social media, while its template is broad enough to allow for all types of writing.

**Grade 11 & 12**  
**Course: 2338 – The Writer’s Craft**  
**Prerequisites:** None  
**Description:**  
This semester elective is designed to enhance the opportunities for student writers to develop their powers of observation, their voice and their craft through a more intensive, directed course than is provided in required English courses. This supplemental elective will permit students more opportunities to undertake in greater depth a broad range of writing experiences including memoir, poetry, drama, short story, children’s literature and non-fiction. In addition, it will provide an ideal learning environment for students to perceive themselves as a community of mutually supportive, self-motivated writers. This course is recommended for students who are serious writers and want to develop the skills and habits of life-long writers.

**Grade 10**  
**Course: 2228 – Journalism I**  
**Prerequisites:** None  
**Description:**  
This semester elective is designed to provide opportunities for serious student writers to develop the knowledge and skills associated with the principles of journalism. The purpose of the course is threefold: to develop the skills needed to write in a variety of journalistic styles, including news, opinion, feature and sports; to acquire a vocabulary and a perspective for analyzing news sources including print, broadcast and online; and to provide students with the preparation needed to become staff members of the advanced journalism program. Students learn to communicate meaningfully and precisely about the events and issues that interest and involve them, and they learn to write accurately, concisely and with appropriate organization under the pressure of deadlines. Participation in the journalistic process also teaches students to be objective about criticizing their own work and the efforts of others. This course is recommended for students who are interested in the field of journalism, enjoy writing in a variety of modes and are able to meet deadlines.

**Grade 11**  
**Course: 2231 – Journalism II**  
**Prerequisites:** Successful completion of Journalism I (2228)*  
**Description:**  
This full year elective is designed to provide a training workshop for students to become reporters and editors who will produce Westfield High School’s news media. The course serves as both a writing workshop for students to produce stories relevant and interesting to the audience, as well as to train students in the production and publication process used by the student staff in Journalism III courses. A mature understanding of free press opportunities and responsibilities is obtained through the regular process of assigning, developing, producing and critiquing journalism. The process of journalistic writing and news production allows students to function in a workshop environment where collaboration, cooperation and constructive criticism are essential skills. Classroom units in the course are designed to strengthen and deepen reporting skills developed in the introductory course through regular class work and special projects. This course is...
recommended for students who possess a strong sense of commitment, ability and pride in pursuing journalistic excellence.

*To be recommended for this course, students must meet the following criteria:
1. An A or B+ average in Journalism I

**Grade 12**

**Course: 2241 – Print Journalism**

**Prerequisites:** Successful completion in Journalism II (2231)*

**Description:**
This full year elective is designed to provide a workshop for students to serve as reporters and editors who produce Westfield High School’s newspaper. By exposing students to the rigors of regular deadlines during the school year, a strong sense of ability and pride in pursuing journalistic excellence is fostered and maintained. The course serves as both a writing workshop for students to produce stories relevant and interesting to the audience, as well as for students to participate in the production and publication process. The class runs on a weekly schedule as an organic workshop environment that emulates a professional newsroom. Class work and assignments are designed to strengthen and deepen reporting skills developed in the introductory courses through the writing of weekly articles, in-depth features and production of special issues.

* To be recommended for this course, students must demonstrate the following criteria:
1. An A or B+ average in Journalism II.
2. A demonstrated interest in becoming a serious student writer or editors and an interest in a career in journalism.

**Grade 11 & 12**

**Course: 2490 – Women’s Studies**

**Prerequisites:** None

**Description:**
Women’s Studies is a semester elective course for eleventh and twelfth graders. This humanities based elective is taught by either an English or Social Studies teacher. The course introduces students to the field of women’s studies using an interdisciplinary approach that challenges students to evaluate the social economic, political, and spiritual experience of women in American culture, with an emphasis on the 20th and 21st centuries. Through literature, the arts, and historical documents, students explore answers to compelling questions such as: “How have the goals and strategies of the feminist movement changed over time?” “How has the experience of women in society been shaped by gender and other social constructs?” “How does the female experience differ?” and “How does pop culture influence perceptions of feminism?” Through inquiry and collegial discussions students examine the issues and conditions central to women’s studies from a woman’s perspective and comparing these to the realities of recent American culture and history.
ENGLISH DEPARTMENT

Below are the typical English course selections in each grade. **Students may move between levels based on their performance.** Please contact your son/daughter’s English teacher if you have questions.

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