

# ENGLISH

<b>ENGLISH I GLOBAL</b>	<b>1013.R200.Y</b>
<b>ENGLISH I CLASSICAL</b>	<b>1013.R300.Y</b>
<b>ENGLISH I TECH</b>	<b>1013.R400.Y</b>
<b>ENGLISH I S &amp; I</b>	<b>1013.R600.Y</b>
<b>Grade Placement: 9</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: None**

English I is a genre survey course including fiction, nonfiction, drama, and poetry that uses rich and varied texts to introduce and cultivate reading comprehension, writing, discussion, and critical thinking skills. Student products that reflect the development of these skills may include expository and analytical essays, in-class journals with daily entries, short answer responses supported with text evidence, multi-genre projects, and film analysis. To further develop a student's ability to read, write, and express himself intelligently, English I includes vocabulary study and development, revising and editing practice, close reading strategies such as annotation, and practice establishing thematic connections across multiple texts. This course introduces and develops test-taking strategies for the STAAR End of Course Exam through in-class practice and benchmark testing to help prepare students for the state-mandated testing required at the end of the year. English I students can expect a total of one to three hours of homework per week.

<b>ENGLISH I ADVANCED GLOBAL</b>	<b>1013.H200.Y</b>
<b>ENGLISH I ADVANCED CLASSICAL</b>	<b>1013.H300.Y</b>
<b>ENGLISH I ADVANCED TECH</b>	<b>1013.H400.Y</b>
<b>ENGLISH I ADVANCED S &amp; I</b>	<b>1013.H600.Y</b>
<b>Grade Placement: 9</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: None**

English I ADVANCED is a genre survey course including fiction, nonfiction, drama, and poetry that uses rich and varied texts to introduce and cultivate close reading, writing, discussion, and critical thinking skills. This course utilizes ADVANCED strategies to help students build vocabulary, develop close reading skills through the practice of annotation, and utilize the analytical writing process by focusing on the development of thesis statements, clear assertions, valid evidence and commentary necessary in literary analysis. Student products that reflect the development of these skills may include expository and analytical essays, in-class journals with daily entries, short answer responses supported with text evidence, and film analysis. ADVANCED English I students are expected to complete independent, outside readings in addition to in-class texts. This course introduces and develops test-taking strategies for the STAAR End of Course Exam through in-class practice and benchmark testing to help prepare students for the state-mandated testing required at the end of the year. ADVANCED English I students can expect three to four hours of homework per week.

<b>ENGLISH II GLOBAL</b>	<b>1023.R200.Y</b>
<b>ENGLISH II CLASSICAL</b>	<b>1023.R300.Y</b>
<b>ENGLISH II TECH</b>	<b>1023.R400.Y</b>
<b>ENGLISH II S &amp; I</b>	<b>1023.R600.Y</b>
<b>Grade Placement: 10</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: Eng I**

English II is a survey of world literature. Students develop skills in reading, writing, speaking & listening, research and critical thinking. The curriculum includes the reading of novels, short stories, drama, poetry, and nonfiction. Vocabulary development will consist of Latin and Greek roots. Students will write a variety of texts (literary, expository & procedural, persuasive, and personal texts with a controlling idea, coherent organization, and sufficient detail. This course introduces and develops test-taking strategies for the STAAR End of Course Exam through in-class practice and benchmark testing to help prepare students for the state-mandated testing required at the end of the year. This course also includes strategies for test taking skills PSAT, SAT, and ACT tests. English II students are responsible for one to three hours of homework per week.

<b>ENGLISH II ADVANCED GLOBAL</b>	<b>1023.H200.Y</b>
<b>ENGLISH II ADVANCED CLASSICAL</b>	<b>1023.H300.Y</b>
<b>ENGLISH II ADVANCED TECH</b>	<b>1023.H400.Y</b>
<b>ENGLISH II ADVANCED S &amp; I</b>	<b>1023.H600.Y</b>
<b>Grade Placement: 10</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: Eng I**

English II ADVANCED is a survey of world literature. Students develop skills in reading, writing, speaking, listening, and interpreting through a close study of world literature, history, philosophy and the humanities. Texts in English class are selected to enhance students' understanding of the world regions and time periods concurrently taught in the history class. Vocabulary development is focused on Latin and Greek roots where students will be tested in a cumulative manner. The course is designed to begin preparation for the Advanced Placement Language and Composition Exam where students will spend time reading and dissecting argumentative prose with a focus on rhetoric and its devices. Students in English II ADVANCED can expect three to five hours of homework a week.

<b>ENGLISH III</b>	<b>1033.R000.Y</b>
<b>Grade Placement: 11</b>	<b>Credit: 1.0</b>

**Prerequisite/Comments: Eng II**

To prepare students for the challenges of English IV and life after high school graduation, English III introduces students to multiple genres including American literature such as short stories, novels, and poetry as well as nonfiction speeches and essays that reflect an overview of the American social, cultural, and historical experience. Vocabulary development will consist of words used in context of the literature or nonfiction study. Students can expect frequent practice writing in various modes: persuasive, analytical, expository

**ENGLISH III-AMERICAN STUDIES  
(Classical Studies/Global Studies)**

**1033.R200.Y**

**Grade Placement: 11**

**Credit: 1.0**

**Prerequisite/Comments: Eng II**

American Studies English III focuses on the inherent connections between language and culture/history and prepares students for English IV and life after high school graduation. American Studies introduces students to multiple genres including nonfiction related to multiple eras in history and American literature such as short stories, novels, and poetry. From early European exploration all the way to the present, American Studies focuses on the social, political, cultural, economic, and religious developments of the United States. Students can expect frequent practice writing in various modes, including persuasive, analytical, expository, and reflective. A learning expedition to New Mexico is connected to the American Studies course and is open to Academy for Classical Studies students and Academy for Global Studies students enrolled in the course. Students in American Studies English III should also sign up for American Studies US History.

**AP ENGLISH III**

**Grade Placement: 11**

**Prerequisite/Comments: Eng II**

This course prepares students for the challenges of the Advanced Placement Language and Composition Exam. The primary objectives of the course are to strengthen students' ability to understand rhetorically dense and syntactically complex texts and to write clearly and concisely. Students read and analyze a variety of nonfiction pieces and study the nuts and bolts of rhetoric in order to craft argument, analysis, and synthesis essays. They practice inference of the subtleties of language and write responses in coherent prose. Students support argument and synthesis essays with primary and/or secondary sources, and support analysis with appropriate evidence and thoughtful commentary. A critical evaluation of sources is required and the standards of MLA citation are practiced. Focused vocabulary study prepares students for the PSAT, SAT, and ACT. To prepare for the AP Language and Composition exam in May, students carefully study released multiple-choice selections and essay prompts from past AP exams. Depending on the college, a satisfactory score may earn students credit for the first level college English. Additional information regarding AP Courses may be found at: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com). Students in an AP English III course should prepare for three to six hours of homework each week.

**AP ENGLISH III—AMERICAN STUDIES  
(Classical Studies/Global Studies)**

**1033.P200.Y**

**Grade Placement: 11**

**Credit: 1.0**

**Prerequisite/Comments: Eng II**

The American Studies AP English III course prepares students for the challenges of the Advanced Placement Language and Composition Exam and focuses on the inherent connections between language and culture/history. Analysis of nonfiction readings will connect to specific concepts and eras studied in AP American History. From early European exploration all the way to the present, American Studies focuses on the social, political, cultural, economic, and religious developments of the United States through speeches, artifacts, and articles representative of different eras in our country's history. Students hone their ability to analyze evidence and express understanding through writing and other forms of communication. As with all AP Language and Composition classes, the primary objectives of the course are to strengthen students' ability to understand rhetorically dense and syntactically complex texts and to write clearly and concisely. Students will analyze rhetoric in order to craft argument, analysis, and synthesis essays. Students enrolled in the American Studies course will connect to topics such as the definition of an American; slavery and the role of a dissident in society; rhetoric and revolutions, the light side/dark side movement in history; Native American identity; Antebellum Women; Civil War, American identity through the decades, etc. A learning expedition to New Mexico is connected to the American Studies course and is open to Academy for Classical Studies students and Academy for Global Studies students enrolled in the course. Students in AP American Studies Lang & Comp should also sign up for AP American History.

**ENGLISH III-DUAL CREDIT ACC      1033.N000.Y**

**Grade Placement: 11**

**Credit: 1.0**

This course combines Eng. Comp. 1 & 2 with American Literature to give 1.0 high school credit and 6 hours College Credit.

**Prerequisite/Comments:** Students go through the Dual Credit Application Process and must meet college readiness requirements or pass the TSI test (offered here at Austin High: see the College and Career Center for more information.)

**ENGLISH III DUAL ENROLLMENT  
ONRAMPS**

**1033.N100.Y**

**Grade Placement: 11**

**Prerequisite: English II**

**Credit: 1.0 and 6 hours of college credit.\***

This first-year college writing course is broken into two semesters. *Reading, Writing and Research*, the fall course, is an introduction to rhetoric designed to enhance students' ability to identify, evaluate, and construct effective arguments through critical reading, research and writing. Most texts are self-selected for interest, and writing assignments for the college course ask that students analyze the positions held in a public controversy as well as responsibly advocate for a position in a controversy. The fall course topic changes yearly as identified by The University of Texas at Austin. The spring course, *Rhetoric of the American Identity: Gender, Race and Ethnicity*, prepares students to become more effective in analyzing and producing arguments by researching and writing under the three course umbrella topics thereby allowing students to relate their findings to their own identity as an American. Students in an OnRamps English III course should expect three to six hours of homework each week. \*This course allows students to earn a 1.0 weighted high school credit and 6 hours of college credit if course requirements are met with The University of Texas at Austin.

**ENGLISH IV**

**1043.R000.Y**

**Grade Placement: 12**

**Credit: 1.0**

**Prerequisite/Comments: Eng III**

English IV emphasizes the reading of British and world literature in order to analyze the cultural characteristics, theme, style, and narrative techniques of a work. The course will primarily focus on literary analysis and the writing process, including the creation of a personal narrative in support of the college application process. Students will also engage in research and composition in various modes in order to prepare for the demands of collegiate and professional writing. Course reading will also include self-selected works so that students can apply their analytical skills to other works, but also so that students can build their reading skill and develop a love of reading. Students in English IV should prepare for one to three hours of homework each week

**AP ENGLISH IV**

**1043.P000.Y**

**Grade Placement: 12**

**Credit: 1.0**

**Prerequisite/Comments: Eng III**

To prepare for the challenges of the Advanced Placement Literature and Composition Exam and college literature courses, students will read closely and critically to analyze narrative techniques and author's craft in works of fiction (short stories, plays, novels) and poetry. Students will complement their development of critical reading skills with

the development of analytical writing skills, including the creation of an authentic literary voice. Students will enter the larger academic and critical debate by researching, responding to, and synthesizing literary criticism and literary theory. Students will further develop personal narratives in support of the college application process. In preparation for the AP exam in May, students will practice and study multiple-choice selections and essay prompts from past AP exams. A resource for test-taking strategies and other information regarding the AP exam may be found at: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com). Students in an AP English IV course should prepare for three to six hours of homework each week.

**ENGLISH IV DUAL CREDIT ACC**

**1043.N000.Y**

**Grade Placement: 12**

This course combines Eng. Comp. 1 & 2 with British Literature to give 1.0 high school credit and 3 hours College Credit.

**Prerequisite/Comments:** Limited to students who have completed Dual Credit English III on campus at Austin High

**Note: This course is scheduled only during the fall semester.**

**ENGLISH FOR SPEAKERS OF  
OTHER LANGUAGES**

*NOTE: Students are required to take four credits in English. The credits must include English I, English II, English III, and English IV. For recent immigrant students, English I and II for Speakers of Other Languages (ESOL I and II) may be substituted for English I and English II. ( Some universities do not accept the ESOL I and II as English I and II, so it is recommended that the student, intending to attend college, take ESOL I as a ninth grader and in the summer take ESOL II and a ninth grade release TAKS test to verify that the required skills and concepts have been mastered. Then the student could take English I in tenth grade with the understanding that an extra year would still be necessary to complete four credits in English required for college admission.)*

**ESOL I**

**1013.E000.Y**

**Grade Placement: 9-12**

**Credit: 1.0**

**Prerequisite/Comments: None**

ESOL I is a beginning level Academic English class, which is designed to facilitate the acquisition of English, specifically as it relates to academic uses. The class is loosely correlated to a regular English curriculum in so much as literary terms, elements and analysis are included in the class. Additionally vocabulary and skills necessary for the successful completion of work in a variety of academic subjects is provided. The most important aspect of this class is that it provides a safe environment where students can feel comfortable to practice their written and spoken English without fear and anxiety. Special care is taken to orient the students to the U.S. high school environment. Students typically spend about one hour on homework weekly.

**ESOL II****1023.E000.Y****Grade Placement: 9-12****Credit: 1.0****Prerequisite/Comments:** ESOL I or a low intermediate level of English (and there are Federal and State laws that mandate eligibility)

ESOL II is an intermediate level Academic English class, which is designed to facilitate the continued acquisition of English, specifically as it relates to academic uses. As with ESOL I, the class is loosely correlated to a regular English curriculum in so much as literary terms, elements and analysis are included in the class. Additionally vocabulary and skills necessary for the successful completion of work in a variety of academic subjects is provided at an increasingly more advanced level. Examples include more emphasis on citing sources and on provided textual evidence in written and spoken arguments. During the early portion of the spring semester TAKS preparation is emphasized to assist the students in acquiring and practicing strategies specific to their unique testing needs. As with ESOL I, the most important aspect of this class is that it provides a safe environment where students can feel comfortable to practice their written and spoken English without fear and anxiety. Special care is taken to orient the students to the U.S. high school environment. Students typically spend about one hour on homework weekly.