

English Language Arts

Course Name	Credits	Grade Levels	Prerequisites
English I	1	9	None
English I for Speakers of Other Languages	1	9-12	Placement by LPAC
English I Advanced	1	9	See Suggested Guidelines
English II	1	10	None
English II for Speakers of Other Languages	1	9-12	Placement by LPAC
English II Advanced	1	10	See Suggested Guidelines
English III	1	11	None
AP English III: English Language and Composition	1	11	See Suggested Guidelines
ACC Dual Credit 2 Period Block – English III Please see ACC Dual Credit Section of course guide for specifics on when course is offered in campus blocks during 11 th grade. *Classes held on HS campus during school day	1 HS credit (English III) 6 hours college credit (ENG1301 & ENG1302)	11	ACC Admissions Standards Students must be enrolled in the ACC Dual Credit Block of courses
English IV	1	12	None
AP English IV: English Literature and Composition	1	12	See Suggested Guidelines
AP Seminar	1	11	See Suggested Guidelines-teacher and counselor approval. Does not count as an English credit. This is an elective.
AP Research	1	12	See Suggested Guidelines-teacher and counselor approval. Does not count as an English credit. This is an elective.
English IV – UT OnRamps - Dual Credit	1 HS credit (English IV) 6 hours college credit (UT RHE 306 & UT	12	UT OnRamps Admissions Standards
ACC Dual Credit 2 Period Block – English IV Please see ACC Dual Credit Section of course guide for specifics on when course is offered in campus blocks during 12 th grade. *Classes held on HS campus during school day	1 HS credit (English IV) 3 hours college credit (ENG2322)	12	ACC Admissions Standards Students must be enrolled in the ACC Dual Credit Block of courses. Students must have completed ENG1301 and ENG1302 to be enrolled in this ACC Dual Credit Block of courses.
ACC Dual Credit – English IV Please see ACC Dual Credit Section of course guide for specifics on when course is offered on campus during 12 th grade. *Classes held on HS campus during school day	1 HS credit (English IV) 6 hours college credit (ENG1301 & ENG1302)	12	ACC Admissions Standards
Content Intervention Reading I, II, III	1	9-12	Placement by LPAC
Creative and Imaginative Writing	1	11-12	None
Humanities	1	10-12	Only offered at LOA

Literary Magazine I, II, III	1	10-12	Creative and Imaginative Writing
Reading I, II, III	1	9-12	Placement by Evaluation
English Language Development and Acquisition ELD A and ELD B	1 each semester	9-12	Placement by LPAC
Literary Genre	1	10-12	English elective

All Prerequisites are suggested for student success in the next level course.

Pre-AP Courses for 2021-22 will be renamed Advanced due to the trademark of College Board for Pre-AP

Suggested Guidelines for English Advanced (formerly) Pre-AP courses

- Successful completion of previous year's Pre-AP English with an average of 85 or above.
- Successful completion of previous year's regular English with an average of 90 or above.
- Student should have strong personal commitment to accomplishing goals and objectives of the course.
- Student encouraged to seek teacher advisement.
- Student should have passed STAAR Reading and Writing.

Suggested Guidelines for English AP courses

- Successful completion of previous year's Pre-AP English with an average of 85 or above.
- Successful completion of previous year's regular English with an average of 90 or above.
- Student should have strong personal commitment to accomplishing goals and objectives of the course.
- Student should have high academic interest and work ethic in English Language Arts.
- Student encouraged to seek teacher advisement.
- Student **must have passed** STAAR Reading and Writing.

The curriculum for AP courses is prescribed by the College Board. For AP course information, access <http://apcentral.collegeboard.com/course/description>

English I

Course Number: E100.MY

Grade Placement: 9

Prerequisite: None

Credit: 1

PEIMS#: 03220100

In English I, English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, as well as Inquiry and Research. Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade-appropriate texts independently. Comprehension Skills: Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts.

Response Skills: Students will respond to an increasingly challenging variety of sources that are read, heard, or viewed.

Multiple Genres: Students will recognize and analyze genre-specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts.

Author's Purpose and Craft: Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will apply author's craft purposefully in order to develop his or her own products and performances. Composition: Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions. Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

Students will be required to take the STAAR English I Reading and Writing End-of-Course assessment for this course.

English I for Speakers of Other Languages (ESOL

I) Grade Placement: 9-12

Prerequisite: Placement by LPAC

Credit: 1

PEIMS#: 03200600

English I for Speakers of Other Languages covers all the TEKS for English I, but uses ESOL strategies to assist the student in mastering the objectives. ESOL I is designed for linguistically diverse students who require English language instruction.

Students enrolled in ESOL I are provided structured instruction in the acquisition of the English language with specific emphasis on listening, speaking, reading, and writing skills. Students enrolled in ESOL I continue to increase and refine their communication skills and critical analysis of texts across genres. In Reading, students are expected to read and understand, and analyze a wide variety of literary and informational texts and contribute ideas to class discussions. In Writing, high school students are expected to plan, draft, and revise a variety of written compositions demonstrating mastery of the written conventions of the English language. An emphasis is placed on composing for a variety of purposes with a clear controlling idea, coherent organization, and sufficient details. In Research, students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. ESOL I meets the state requirements for English I. See teacher syllabus for list of required readings. Students enrolled in this course will also use their study as a preparation for the STAAR English I Reading and Writing EOC assessment. **Students will be required to take the STAAR English I Reading and Writing End-of-Course assessment for this course.**

English I Advanced

Course Number: E100.PY

Grade Placement: 9

Prerequisite: See Suggested Guidelines

Credit: 1

PEIMS#: 03220100

English I Pre-AP serves as the foundation for the Advanced Placement Program and is a college preparatory course leading students to take the Advanced Placement English exams their junior and senior year. Students will focus on skills required for the Advanced Placement Exams, as well as, the STAAR English I Reading and Writing End-of-Course assessment. Course study will emphasize an in-depth study of literature including various genres: short stories, biographical and autobiographical excerpts, poetry, nonfiction, drama, as well as selected novels and plays.

Students in English I Advanced will be expected to manage and engage in extensive and challenging reading and writing assignments which will require in-depth analysis, evaluation and synthesis. It is expected that these critical thinking skills will be demonstrated in class discussions and written pieces. See teacher syllabus for list of required readings. Outside reading and writing will be required. Summer Reading for this course is required. Summer reading assignments will be passed out in the late spring. Students will be expected to start the school year with a comprehensive knowledge of summer reading assignments in order to participate in oral and written analysis. **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course. Students will be required to take the STAAR English I Reading and Writing End-of-Course assessment for this course.**

English II**Course Number:** E200.MY**Grade Placement:** 10**Prerequisite:** None**Credit:** 1**PEIMS#:** 03220200

In English II, English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, as well as Inquiry and Research.

Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade-appropriate texts independently. **Comprehension Skills:** Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts.

Response Skills: Students will respond to an increasingly challenging variety of sources that are read, heard, or viewed.

Multiple Genres: Students will recognize and analyze genre specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts.

Author's Purpose and Craft: Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will apply author's craft purposefully in order to develop his or her own products and performances. **Composition:** Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions.

Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes. **Students will be required to take the STAAR English II Reading and Writing End-of-Course assessment for this course.**

English II for Speakers of Other Languages (ESOL II)**Grade Placement:** 10**Prerequisite:** Placement by LPAC**Credit:** 1**PEIMS#:** 03200700

English II for Speakers of Other Languages covers all the TEKS for English II, but uses ESOL strategies to assist the student in mastering the objectives. Students enrolled in English II for Speakers of Other Languages continue to increase and refine their communication skills and critical analysis of texts across genres. In Reading, students are expected to read and understand, and analyze a wide variety of literary and informational texts and contribute ideas to class discussions. In Writing, high school students are expected to plan, draft, and revise a variety of written compositions demonstrating mastery of the written conventions of the English language. An emphasis is placed on composing for a variety of purposes with a clear controlling idea, coherent organization, and sufficient details. In Research, students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. ESOL II meets the state requirements for English II. See teacher syllabus for list of required readings. Students enrolled in this course will also use their study as a preparation for the STAAR English II Reading and Writing EOC assessment. **Students will be required to take the STAAR English II Reading and Writing End-of-Course assessment for this course.**

English II Advanced**Course Number:** E200.PY**Grade Placement:** 10**Prerequisite:** See Suggested Guidelines**Credit:** 1**PEIMS#:** 03220200

English II Pre-AP serves as the foundation for the Advanced Placement Program. English II Advanced is a challenging reading and writing intensive college preparatory course designed to prepare students for the AP English courses at the junior and

Senior year. Students will focus on skills required for the Advanced Placement Exams, as well as, the STAAR English I Reading and Writing End-of-Course assessment. Students in English II Advanced will be expected to manage and engage in extensive and challenging reading of World Literature from various time periods and writing assignments which will require in-depth analysis, evaluation and synthesis. It is expected that these critical thinking skills will be demonstrated in class discussions and written pieces. English II Advanced includes advanced mechanics, syntax, usage and vocabulary in preparation for Advanced Placement Exams. See teacher syllabus for list of required readings. Outside reading and writing will be required. Summer Reading for this course is required and will be passed out in the late spring. Students will be expected to start the school year with a comprehensive knowledge of summer reading assignments in order to participate in oral and written analysis. **An Advanced Letter of Understanding must be submitted at the start of the school year in order for students to take this course. Students will be required to take the STAAR English II Reading and Writing End-of-Course assessment for this course.**

English III

Course Number:

E300.MY **Grade**

Placement: 11

Prerequisite: None

Credit: 1

PEIMS#: 03220300

Students enrolled in English III build upon English I and English II to refine their communication skills and critical analysis of texts across genres. English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, as well as Inquiry and Research. Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade- appropriate texts independently. Comprehension Skills: Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts.

Response Skills: Students will response to an increasingly challenging variety of sources that are read, heard, or viewed.

Multiple Genres: Students will recognize and analyze genre specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts.

Author's Purpose and Craft: Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will apply author's craft purposefully in order to develop his or her own products and performances. Composition: Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions. Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes

AP English III: English Language and

Composition Course Number: E330.AY

Grade Placement: 11

Prerequisite: Must have prior STAAR English Reading and Writing EOC success. See Suggested Guidelines

Credit: 1

PEIMS#: A3220100

Students enrolled in this course are encouraged to take the Advanced Placement Exam in May for possible college credit. This college level course prepares students to take the AP Language and Composition exam for possible college credit. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students in AP English III will be expected to manage and engage in extensive and challenging reading of American Literature from various time periods and writing assignments which will require in-depth analysis, research, evaluation and synthesis. It is expected that these critical thinking skills, as well as disciplinary

vocabulary and literary terms, will be demonstrated in class discussions and written pieces. This course will focus on the development and revision of evidence-based analytic and argumentative writing, synthesis writing and rhetorical analysis writing of nonfiction texts. Content requirements for Advanced Placement (AP) English Language and Composition are prescribed in the College Board Publication *Advanced Placement Course Description: English*, published by The College Board. A qualifying score on the AP exam may enable students to be exempt from the composition course that many colleges require. Outside reading and writing will be required. See teacher syllabus for list of required readings. Summer Reading for this course is required and will be passed out in the late spring. Students will be expected to start the school year with a comprehensive knowledge of summer reading assignments in order to participate in oral and written analysis. **An AP Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

AP Seminar

Course Number: E830.AY

PEIMS#: N1130026

Grade Placement: 11-12

Prerequisite: Must have prior STAAR English Reading and Writing EOC success. See Suggested Guidelines; Teacher and Counselor Approval

Credit: 1

This is an English elective and does not count for English III Credit. This is the **first course in the AP Capstone Program.** AP Seminar is a unique course that prepares students for college-level research and presentations.

Your AP score is determined by a group research paper and presentation, an individual research paper and presentation, and a 2-hour written exam. The exam is very similar to that of an English class. **An AP Letter of Understanding must be submitted at the start of the school year in order for students to take this course.**

Junior ACC Dual Credit 2 Period Block - English III

Grade Placement: 11

Prerequisite: ACC Admissions Standards

Credit: 1 HS credit hour, 6 college credit hours

Students must complete admissions process for ACC. This is a 2 period block of college courses offered on Hays CISD high school campuses. Students must purchase the books required by the ACC instructor and register with ACC. This course is taught by ACC faculty – therefore college privacy regulations apply. At the end of the first semester, students with a passing grade will receive three hours college credit for English 1301. At the end of the second semester, students with a passing grade will receive three hours college credit for English. Students must earn at least a C in every course in order to receive credit. Students must earn at least a C in both English 1301 and English 1302 in order to receive English III credit. In order for students to receive state graduation credit for dual credit enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course. **Students will receive high school credit for: English III (1 high school credit total). Students will receive ACC credit for: ENGL1301, ENGL1302 (6 hours total). **This course will only be offered if the ACC minimum enrollment is met.**

English IV

Course Number: E400.MY **Grade**

Placement: 12 **Prerequisite:** None

Credit: 1

PEIMS#: 03220400

Students enrolled in English IV build upon English I, II, and III to refine their communication skills and critical analysis of texts across genres. English Language Arts and Reading is organized into the following integrated strands: Developing and Sustaining Foundational Language Skills, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Composition, as well as Inquiry and Research. Developing and Sustaining Foundational Language Skills: Students will develop oral language through listening and speaking; use newly acquired vocabulary expressively; read grade level text with fluency and comprehension; and read grade-appropriate texts independently. Comprehension Skills: Students will use metacognitive skills to develop and deepen comprehension of increasingly complex texts.

Response Skills: Students will respond to an increasingly challenging variety of sources that are read, heard, or viewed.

Multiple Genres: Students will recognize and analyze genre specific characteristics, structures, purpose, and literary elements within and across complex traditional, contemporary, classical, and diverse texts.

Author's Purpose and Craft: Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will apply author's craft purposefully in order to develop his or her own products and performances. Composition: Students will use the writing process recursively to compose multiple texts that are meaningful and apply the appropriate conventions. Inquiry and Research: Students will engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

AP English IV: English Literature and Composition

Course Number: E430.AY

Grade Placement: 12

Prerequisite: Must have prior STAAR English Reading and Writing EOC success. See Suggested Guidelines

Credit: 1

PEIMS#: A3220200

Students enrolled in this course are encouraged to take the Advanced Placement Exam in May for possible college credit. This college level course prepares students to take the AP Literature and Composition exam for possible college credit. AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected 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 such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary work. Content requirements for Advanced Placement (AP) English Literature and Composition are prescribed in the College Board Publication *Advanced Placement Course Description: English*, published by The College Board. Outside reading and writing will be required. See teacher syllabus for list of required readings. Summer Reading for this course is required and will be passed out in the late spring. Students will be expected to start the school year with a comprehensive knowledge of summer reading assignments in order to participate in oral and written analysis. **An AP Letter of Understanding must be**

submitted at the start of the school year in order for students to take this course.

AP Research

Course Number: E831.AY

PEIMS#: N1100014

Grade Placement: 11-12

Prerequisite: Must have prior STAAR English

Reading and Writing EOC success. See Suggested

Guidelines; Teacher and Counselor Approval

Credit: 1

This is an English elective and does not count for English IV Credit.

AP Research is a unique **course** that prepares students for college-level research and presentations. Your **AP** score is determined by a group research paper and presentation, an individual research paper and presentation, and a 2-hour written exam. The exam is very similar to that of an English **class. An AP Letter of Understanding must be**

submitted at the start of the school year in order for students to take this course. This is the 2nd course in the AP Capstone Program

In AP Research, **students are encouraged to explore a topic or problem that interests them and design, plan, and conduct a year-long research project centered around it.** The class represents the culmination of skills that students learn in AP Seminar, which include effectively analyzing sources, formulating coherent arguments backed up by evidence, and examining issues from differing points of view. **Smaller research projects in AP Seminar will prepare you for the large-scale research project you will undertake in AP Research.**

English IV – UT OnRamps – Dual Credit

Course Number: E400.RY

Grade Placement: 12

Prerequisite: UT OnRamps Admissions Standards

Credit: 1 HS credit, 6 college credit hours

Rhetoric and Writing: Reading, Writing, and Research – This two-semester, six-credit sequence features a fall RHE 306 “Research & Writing” course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K “Rhetoric of American Identity” featuring an exciting series of case studies in race, gender, and ethnicity. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to “fairly” represent someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students’ abilities to analyze arguments presented by others and to write sound and effective arguments of their own – abilities that contribute meaningfully to their academic, professional, personal, and civic lives. **Students must complete admissions process for UT OnRamps. This is a college course offered on Hays CISD high school campuses. Students pay a fee and purchase the books required by the instructor. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin.**

Senior ACC Dual Credit 2 Period Block – English IV

Grade Placement: 12

Prerequisite: ACC Admissions Standards

Credit: 1 HS credit hour, 3 college credit hours

This block is for students who took the Junior ACC Dual Credit 2 Period Block in 11th grade. Students must complete admissions process for ACC. This is a 2 period block of college courses offered on Hays CISD high school campuses.

Students must purchase the books required by the ACC instructor and register with ACC. This course is taught by ACC faculty – therefore college privacy regulations apply.

At the end of the semester, students with a passing grade will receive three hours college credit for English 2322. Students must earn at least a C in every course in order to receive credit.

In order for students to receive state graduation credit for dual credit enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.

Students will receive high school credit for English IV (1 high school credit total) **This course will only be offered if the ACC minimum enrollment is met. **

Senior ACC English IV Dual Credit

Grade Placement: 12

Prerequisite: ACC Admissions Standards

Credit: 1 HS credit hour, 6 college credit hours

Students must complete admissions process for ACC. This is a college course offered on Hays CISD high school campuses. Students must purchase the books required by the ACC instructor and register with ACC. This course is taught by ACC faculty – therefore college privacy regulations apply.

At the end of the first semester, students with a passing grade will receive three hours college credit for English 1301. At the end of the second semester, students with a passing grade will receive three hours college credit for English 1302.

Students must earn at least a C both semesters in order to receive English IV credit. In order for students to receive state graduation credit for dual credit enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.

****This course will only be offered if the ACC minimum enrollment is met. ****

LANGUAGE ARTS ELECTIVES

The following courses are **ELECTIVES** offered in English. They do **NOT** substitute for the required credit in English

Content Intervention Reading I

Grade Placement: 9-12

Prerequisite: Placement by LPAC

Credit: 1

PEIMS#: 03270700

Content Intervention Reading I is designed to assist ESOL students in developing academic reading skills and is for linguistically diverse students who require English reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. This course offers a basic introduction to reading, incorporating communication skills such as listening, speaking, reading and writing. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. All of these strategies are applied in instructional-level texts that cross the content areas.

Content Intervention Reading II, III

Grade Placement: 9-12

Prerequisite: Placement by LPAC

Credit: 1

PEIMS#: 03270800, 03270900

Content Intervention Reading II, III is designed to assist ESOL students in developing academic reading skills and is for linguistically diverse students who require English reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. This course offers an advanced introduction to reading, incorporating communication skills such as listening, speaking, reading and writing. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

English Language Development and Acquisition (ELD) A and (ELD) B

Course Numbers: E551.MY, E552.MY

Grade Placement: 9-11

Credit: 1 credit for each

Location, JHS, LHS, HHS

PEIMS # : N1280042, N1280043

Students must be placed in these courses through their teacher and counselors (LPAC) after screening. These are new students to this country with limited English speaking skills, but a richness of culture from their native country. These are counted as elective credits.

Creative and Imaginative Writing

Course Number: E600.MY

Grade Placement: 11-12

Prerequisite: None

Credit: .5 to 1

PEIMS#: 03221200

The study of creative and imaginative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

Literary Magazine I, II, III

Course Number: E621.MY, E622.MY, E623.MY

Grade Placement: 10-12

Prerequisite: Creative and Imaginative Writing

Credit: .5 to 1

PEIMS#: 03230170, 03230180, 03230190

Literary Magazine allows a student to continue his/her study of creative writing through the production of a literary magazine. Students are expected to write in a variety of forms for a variety of audiences and purposes. Emphasis will be placed on the student's own creative writing, critique of other writers, organization of the magazine, fundraising, solicitation of submission, actual production of the magazine, and finally, magazine marketing, and sales. Students will also be encouraged to publish outside the school environment.

Reading I, II, III

Grade Placement: 9-12

Prerequisite: Placement by Evaluation

Credit: 1

Location: JHS, HHS, LHS

PEIMS#: 03270700, 03270800, 03270900

Students must be screened or evaluated before being placed in reading. Reading improvement is designed to provide students an opportunity to read with competence, confidence, and understanding through instruction in word recognition, vocabulary, and comprehension strategies.

AP Research

Course Number: E831.AY

PEIMS#: N1100014

Grade Placement: 11-12

Prerequisite: Must have prior STAAR English Reading and Writing EOC success. See Suggested Guidelines;

Teacher and Counselor Approval

Credit: 1

This is an English elective and does not count for English IV Credit.

AP Research is a unique **course** that prepares students for college-level research and presentations. Your **AP** score is determined by a group research paper and presentation, an individual research paper and presentation, and a 2-hour written exam. The exam is very similar to that of an English class. **An AP Letter of Understanding must be submitted at the start of the school year in order for students to take this course.** This is the 2nd course in the AP Capstone Program

In AP Research, **students are encouraged to explore a topic or problem that interests them and design, plan, and conduct a year-long research project centered around it.** The class represents the culmination of skills that students learn in AP Seminar, which include effectively analyzing sources, formulating coherent arguments backed up by evidence, and examining issues from differing points of view. **Smaller research projects in AP Seminar will prepare you for the large-scale research project you will undertake in AP Research.**

Humanities (only offered at LOA)

E.820.MY

PEIMS#: 03221600

Credit: 1

Teacher availability

Humanities, those branches of knowledge that concern themselves with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the unique ability of the human spirit to express itself. As a group of educational disciplines, the humanities are distinguished in content and method from the physical and biological sciences and, somewhat less decisively, from the social sciences. The humanities include the study of all languages and literatures, the arts, history, and philosophy.

College Preparatory English IV

Grade Placement: 12

Prerequisite: Placement by Evaluation

Credit: 1

PEIMS#: This course is appropriate for any 12th grade student whose performance on measures outlined in TEC §28.014 indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to prepare students for college-level reading and writing intensive courses. Students will learn to investigate academic texts, construct supported interpretations and arguments for authentic audience, and acquire academic habits of mind. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. Successful completion of this course, as defined by the memorandum of understanding (MOU) with Austin Community College, grants the student an exemption to Texas Success Initiative (TSI) requirements for reading and writing at the partnering institution. **Students will take the TSIA 2 Assessment, College Board's Accuplacer (embedded Writeplacer) Assessment, throughout the course. Upon successful completion of the TSIA 2 Assessment, students will be removed from College Preparatory English IV and placed in English IV. For successful completion of this course, students will be required to earn a 70% or higher for the final course grade in College Preparatory English IV and earn a 70% or higher on the final exam.**

AP Seminar

Course Number: E830.AY

PEIMS#: N1130026

Grade Placement: 11-12

Prerequisite: Must have prior STAAR English Reading and Writing EOC success. See Suggested Guidelines; Teacher and Counselor Approval

Credit: 1

This is an English elective and does not count for English III Credit. This is the **first course in the AP Capstone Program.** AP Seminar is a unique course that prepares students for college-level research and presentations. Your AP score is determined by a group research paper and presentation, an individual research paper and presentation, and a 2-hour written exam.

The exam is very similar to that of an English class.

An AP Letter of Understanding must be submitted at the start of the school year in order for students to take this course.

Literary Genres

Course Number: 830.MY

Grades 10-12

PEIMS#: 03221610

Literary Genres is a one year course designed to improve your ability to understand and analyze motivations and techniques of writers in various genres. Each unit blends the reading of rich, mentor texts with the opportunity for you to engage and analyze.

Secondary English Course Flow
 Chart (Pre-AP courses on
 this chart have been
 renamed to Advanced) for
 2021-22

