



ENGLISH LANGUAGE ARTS 9-12

Subject Area Expectations

In order to graduate, students must earn four credits of ELA at the commencement-level. The core content sequence is typically English I, English II, English III, and English IV. However, students may choose to take one or two Advanced Placement (AP) courses in English language arts to replace a core course or for elective credit. The International Baccalaureate Language A Literature course (2 credits) may also replace two courses within the core sequence. Elective offerings may vary by school. Additional offerings are listed in the District Course Catalogue.

Students who do not successfully complete core courses may be asked to participate in credit recovery programs to make up credits. Depending on the course the student needs to make up, credit recovery may be offered via summer school, repeater courses scheduled during the school year, or online.

ENGLISH I (1 course credit)

The BPS English I is aligned to State standards. The curriculum balances classic works by Sophocles, William Shakespeare, and Emily Dickinson with contemporary writing by authors such as Karen Russell and Marc Aronson. Through the study of a variety of text types and media, students build background knowledge, analyze ideas, delineate arguments, use specific strategies from *Step Up to Writing*, and practice language skills for effective communication. Students enrolled in English courses are required to engage in inquiry-based research writing. As part of the research module for English I, students explore topics of interest, gather research, and write an informative/explanatory paper that synthesizes their findings. Students also develop and strengthen their writing by revising and editing.

ENGLISH II (1 course credit)

The New York State English II is aligned to State standards and engages students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. The curriculum classic and contemporary authors, including Niccolò Machiavelli, William Shakespeare, Christopher Marlowe, E.B. White, Martin Luther King, Jr., Alice Walker, Amy Tan, and Malala Yousafzai. Working with these texts, students continue to build background knowledge, annotate text to analyze ideas, delineate arguments and practice language skills through the use of instructional protocols such as Socratic Circles. In the English II research module, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which will serve as the early foundation of what will ultimately become a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence. Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

ASSESSMENTS

In order to graduate, students must pass the Comprehensive Regents Examination in English Language Arts, generally taken at the end of their junior year.

Students who wish to earn a Regents Diploma with Advanced Designation must pass eight Regents exams with a score of 65 or better; one of these must be the English Regents exam. In addition, the student must choose either two additional credits in a World Language and pass the Checkpoint B exam or a five-unit sequence in the Arts or Career and Technical Education (CTE).



Office of Instruction
Buffalo Public Schools

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TIPS FOR PARENTS

Teenagers benefit from a regular sleep schedule.

Set aside a designated homework space. Your student should do school work each night, even if work isn't due right away. Students can review notes taken during class or read a novel or textbook.

Expect students to write daily. Encourage them to use the strategies they learn in school. Writing about what they have read improves comprehension.

Model good reading habits. If your child sees you reading, then he will be more likely to become a reader, too.

Talk to students about what they are learning. You don't need to ask them about grades, just actual content.

Encourage reading everywhere. Bring along books in the car, at the doctor's office, etc.

Ensure your student has a system for recording due dates. Help students map out due dates for each part of a project (e.g., bibliography, research, draft, revisions).

ENGLISH III (1 course credit)

The BPS English III curriculum is aligned to State standards and continues to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by authors and historical figures, including William Shakespeare, Virginia Woolf, and Kate Chopin, W.E.B. Du Bois, Booker T. Washington, Elie Wiesel, Tim O'Brien and Louise Erdrich. Through the study of various text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Students work to develop a research paper through the exploration of topics that have multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which will ultimately become a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence. Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by engaging in the writing process which includes editing, revising, and peer review. A Regents exam is offered at the end of this course.

ENGLISH IV (1 course credit)

The BPS English IV curriculum is aligned to State standards and continues to engage students in a wide range of texts including autobiographical nonfiction, speeches, poetry, drama, and fiction. The English IV curriculum is comprised of classic and contemporary voices including William Shakespeare, Henry David Thoreau, Tennessee Williams, Nikolai Gogol, Malcolm X, Alex Haley, Leslie Marmon Silko, Benazir Bhutto, Jared Diamond, and Jhumpa Lahiri. Students engage with autobiographical nonfiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application for college. Throughout the course, students learn to analyze how authors use rhetoric and structure in texts dealing with concepts of government and power. Students practice writing with the goal of articulating and supporting their evidence-based research perspective. The end product of the research module is a final draft of a research-based argument paper that synthesizes and supports several claims using relevant and sufficient evidence and valid reasoning. The writing process, in which students self-edit, peer review, and continually revise their work, allows students to fully develop their writing skills.

AP ENGLISH LANGUAGE AND COMPOSITION (1 course credit)

The AP Language and Composition course is a college-level course that introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The course is designed to meet the rigorous requirements of a college level writing class and includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. These works provide examples of prose writings that students can emulate in their own writing experiences as they discover and create their own style and voice. This course can replace one of the four core courses or be used as an elective. An AP exam is offered at the end of this course.

AP ENGLISH LITERATURE AND COMPOSITION (1 course credit)

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course is close reading and analysis and the discussion and evaluation of secondary critical essays. Emphasis will be placed on thoughtful analysis of the readings using a variety of theoretical frameworks and devices. This course can replace one of the four core courses or be used as an elective. An AP exam is offered at the end of this course.