

ENGLISH LANGUAGE ARTS

The English Department of Washington Township High School strives to equip students with critical skills to lead literate lives and communicate effectively as engaged citizens in our ever-evolving society. The New Jersey Student Learning Standards for English Language Arts form the foundation by which we create and implement our instructional goals and objectives for learning. In a Reading/Writing Workshop approach, students will engage in a variety of 21st century learning experiences as they work towards mastering skills as readers, writers, speakers, and listeners. [Department Website Courses of Study](#)

Course #	Course Name	Grade	Recommendations	Credits
111	Honors English 9*	9	Grade of 90 or above in ELA8	5
Course Description:				
Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLs for ELA 9-10.				
Highlights:				
<ul style="list-style-type: none"> • Study of challenging texts with the majority of reading done outside of class • Independent reading and conferencing of student selected texts • Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay • Class discussions based on topics, texts, and issues found in literature and informational text above the grade level text complexity band • Considerable independent, assigned out-of-class reading and assignment completion • Rigorous pacing and expectations for the self motivated student with a high aptitude in English 				

Course #	Course Name	Grade	Recommendations	Credits
112	CP English 9	9	N/A	5
Course Description:				
Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLs for ELA 9-10.				
Highlights:				

- Study of core texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standard

Course #	Course Name	Grade	Recommendations	Credits
116	English Essentials	9	N/A	2.5

Course Description:

English Essentials is a Grade 9 course designed to support literacy growth through targeted interventions for reading and writing. Students are screened, identified, and scheduled for this course based on academic achievement, multiple district data points, and standardized state assessments.

Highlights:

- Targeted curriculum design driven by individualized learning goals
- Goal setting and progress monitoring through data analysis and conferencing
- Interventions and scaffolding to lead students towards proficiency of grade level literacy skills performed independently

Course #	Course Name	Grade	Recommendations	Credits
121	Honors English 10*	10	Grade of 90 or above in CP English 9 or Grade of 80 or above in Honors English 9	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLs for ELA 9-10.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
122	CP English 10	10	N/A	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 9-10.

Highlights:

- Study of texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
135	AP Language and Composition*+	11	Grade of 95 or above in CP English 10 or Grade of 90 or above in Honors English 10	5 Dual Credit Eligible

Course Description:

Students will engage in a college level curriculum to equip them with advanced literacy skills in preparation for the College Board AP Exam. Students have the potential to earn college credit with a passing score on the AP Language and Composition exam.

Highlights:

- Study of challenging, college level texts (non-fiction and fiction) with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Socratic seminars and rhetorical analysis focused on topics, texts, and issues found in College Board recommended literature and informational text
- Considerable independent, assigned out-of-class reading, research, and assignment completion
- Rigorous pacing and expectations aligned with college course expectations

Course #	Course Name	Grade	Recommendations	Credits
131	Honors English 11*	11	Grade of 90 or above in CP English 10 or Grade of 80 or above in Honors English 10	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
132	CP English 11	11	N/A	5

Course Description:

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
140	AP Literature and Composition*+	12	Grade of 95 or above in CP English 11 or Grade of 90 or above in Honors English 11 or Grade of 85 or above in AP Lang and Comp	5 Dual Credit Eligible

Course Description:

As an introductory college-level literature and writing curriculum, the course focuses upon reading, analyzing, and writing about imaginative literature from various periods. Students have the potential to earn college credit with a passing score on the AP Literature and Composition exam.

Highlights:

- Study of challenging, college level literature (fiction, poetry, and drama) with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Writing modes include: Research-based argumentative, literary analysis, expository, and essays of varying lengths and formats
- Close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure

- Considerable independent, assigned out-of-class reading, research, and assignment completion
- Rigorous pacing and expectations aligned with college course expectations

Course #	Course Name	Grade	Recommendations	Credits
141	Honors English 12*	12	Grade of 90 or above in CP English 11 or Grade of 80 or above in Honors English 11	5
Course Description:				

Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.

Highlights:

- Study of challenging texts with the majority of reading done outside of class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Considerable independent, assigned out-of-class reading and assignment completion
- Rigorous pacing and expectations for the self motivated student with a high aptitude in English

Course #	Course Name	Grade	Recommendations	Credits
142	CP English 12	12	N/A	5
Course Description:				
Students will engage in the study of themes, texts, and writing genres encompassing reading, writing, speaking and listening to develop advanced critical literacy skills outlined in the NJSLS for ELA 11-12.				
Highlights:				

- Study of texts with the majority of reading done during class
- Independent reading and conferencing of student selected texts
- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository, and research based essay
- Class discussions based on topics, texts, and issues found in literature and informational text within the grade level text complexity band
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

Course #	Course Name	Grade	Recommendations	Credits
182	English Enrichment Lab	12	N/A	2.5
Course Description:				
Designed to meet the varying needs of learners, this course is tailored to improve reading and writing skills in preparation for standardized assessments. Upon successfully passing a state approved assessment, students may request a transfer out of this course. Students who have not successfully passed a state approved assessment second semester will begin the State Portfolio Appeals Process.				
Highlights:				
<ul style="list-style-type: none"> • Meaningful, relevant daily writing activities that require them to build writing stamina, organize their writing, focus on task and audience, and infuse voice 				

- Modes of writing include: narrative/memoir, argumentative, literary analysis, expository with an emphasis on writing to sources using textual evidence
- Close reading of various text types
- One on one conferencing, targeted small group instruction, and independent practice
- Flexible pacing and instructional scaffolds to support student success on standardized assessments to meet graduation requirements

Course #	Course Name	Grade	Recommendations	Credits
151	Creative Writing	9-12	N/A	2.5
Course Description:				
Students will be introduced to writing poetry, short fiction, and essays with a focus on writing completed works that convey a desired mood, conjure sensory images, develop three dimensional characters and/or elaborate upon a chosen theme.				
Highlights:				
<ul style="list-style-type: none"> • Class assignments that emphasize improving one's work through self reflection and revision • Large and small group writing experiences • Explore the markets for student writing and submit work for publication • This course is not for the casual student but for the individual who genuinely enjoys writing and is striving to achieve the best possible product 				

Course #	Course Name	Grade	Recommendations	Credits
171	Journalism 1	9-12	N/A	2.5
Course Description:				
An introduction to non-fiction writing for print and broadcast media, students will learn basic journalistic style through the writing, evaluating, and editing of news stories, features, and editorials. The understanding of issues such as journalistic integrity, responsibility, and ethics will be a foundational component of this course.				
Highlights:				
<ul style="list-style-type: none"> • Strong grammar and writing skills are essential • Weekly assignments and strict deadline schedules for practical experience and in preparation to submit work to the school newspaper • Class assignments that emphasize improving one's work through self reflection and revision 				

- Large and small group writing experiences

- Designed for the individual who enjoys writing and is genuinely interested in exploring the impact written language can have on our society

Course #	Course Name	Grade	Recommendations	Credits
194	Journalism 2*	10-12	Grade of 77 or above in Journalism 1	5

Course Description:

Designed to build on the concepts and skills taught in Journalism 1, this course emphasizes on elevating student writing and is beneficial for students considering careers in print or broadcast media.

Highlights:

- Assignments focused on students' use of journalistic style through the writing of news and feature stories
- Explore student voices as writers through editorials and column writing
- Students will learn headline writing, basic page design and layout through the use of PageMaker, Adobe Illustrator, Adobe Photoshop, and/or similar desktop publishing applications
- Working in conjunction with the school newspaper and the Journalism I classes, students will gain hands-on experience editing copy for conciseness, clarity, and correctness
- Strong grammar and writing skills are essential

Course #	Course Name	Grade	Recommendations	Credits
197	Journalism 3* (Field Experience)	11-12	Grade of 85 or above in Journalism 2 and Grade of 77 or above in Journalism 1	5

Course Description:

At this field experience level, students will act in a managerial capacity among the Journalism 2 students. This course should prove beneficial for students considering a career in print or broadcast media.

Highlights:

- Hands-on production work, especially with regards to the WTHS newspaper
- Expectation to provide journalistic leadership through exercise of managerial skills
- Strong grammar and writing skills are essential

Course #	Course Name	Grade	Recommendations	Credits
196	Journalism 4* (Field Experience)	11-12	Grade of 85 or above in Journalism 3	5

Course Description:

Building on the concepts taught in Journalism 1-3, students will take the initiative in instructing Journalism 2-3 students in all aspects of producing the high school newspaper. Through this leadership role, students will gain practical experience reporting the news, interacting with staff members, and working with desktop publishing.

Highlights:

- Expectation to organize staff through reporting, writing, and editing to page design and layout
- Planning, organizing, and maintaining the school news site, wthspatriot.com
- Reading and analysis student and professional writers
- Hands-on production work
- Develop skill and recognition of the need for, and value of precise, concise, and engaging communication
- Expectation to provide journalistic leadership through exercise of managerial skills
- Strong grammar and writing skills are essential

Course #	Course Name	Grade	Recommendations	Credits
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163	Contemporary Literature	10-12	Taken with Film as Literature	2.5
Course Description:				
Designed to acquaint teenage readers with high interest, modern, young-adult novels, the purpose of this course is to create life-long readers who have a thirst for knowledge and a better understanding of the quickly changing world around them.				
Highlights:				
<ul style="list-style-type: none"> • Appreciate and comprehend different types of literature through higher level ‘Socratic’ discussions • Making connections with media surrounding the cultural and societal issues found in literature • Designed for the student looking to engage in meaningful discussions about high interest books in a book club, casual learning environment 				

Course #	Course Name	Grade	Recommendations	Credits
164	Film as Literature	10-12	Taken with Contemporary Literature	2.5
Course Description:				
In a casual, collaborative learning experience, students will view, consider, analyze, and interpret films as forms of literature. The course encourages students to recognize and view films as narratives, to appreciate the many facets of storytelling, and to examine cinematic works in a different, thoughtful manner.				
Highlights:				
<ul style="list-style-type: none"> • Learn how to approach films in the same way literary texts are analyzed • Identify important aspects of filmmaking and cinematic history • Connect cultural and societal issues with literature and film • Designed for the student looking to engage in meaningful discussions about high interest films in a movie club, casual learning environment 				