

ENGLISH DEPARTMENT HANDBOOK



Lawton Chiles High School

English Department Handbook

Greetings from the English Faculty at Lawton Chiles High School. Our goal is to lead students to an understanding of and appreciation for language and literature. We work as a department, sharing ideas and developing lesson plans, but each of us brings his or her own passion, skill set, and methods to the classroom. We hope students use the skills they develop at Chiles to gain a better understanding of the world within and the world around them. This journey is about their education, but we also learn much from our students. From our students, we ask primarily that they take advantage of the opportunities ahead of them. Work hard. Think. Try. Share. Support. Enjoy.

Qui legit regit (The one who reads rules.)

SUMMER READING: Please watch the Chiles homepage and [Listserv](#) for *required* summer reading assignments. This information will be released in late May or early June.

Course offered and descriptions

[Intensive Reading](#)

9th

[ENG I Honors/Gifted, General](#)

10th

[ENG II Honors/Gifted, General](#)

11th

[ENG III Honors, General](#)

[Advanced Placement Language and Composition](#)

12th

[ENG IV College Readiness](#)

[Dual Enrollment](#)

[Advanced Placement Literature and Composition](#)

[English Faculty](#)

[Department Progression Map](#)

INTENSIVE READING

COURSE DESCRIPTION

The purpose of this course is to help students interpret and analyze challenging and rigorous texts to foster critical thinking and success in school. Students will be expected to read, write, think and verbally communicate in class every day. There will be many cooperative group activities and class discussions.

OBJECTIVE

Our curriculum, instruction and assessment are designed to meet Florida Standards and to prepare students for the Florida Standards Assessment (FSA). Activities focus on vocabulary, text dependent discussion and writing, and deeper analysis of text and word choices.

TEXTS

We offer various class sets of text materials, i.e., workbooks, practice books, etc. As needed, some materials are checked out. The reading curriculum includes individual online instruction using Achieve 3000.

9th GRADE

ENG I Honors/Gifted, General

COURSE DESCRIPTION

The course provides students with a survey of world literature through a variety of reading, writing, listening, viewing, and speaking activities.

OBJECTIVES

The purpose of this course is to help students become deeper thinkers, better writers, and more analytical readers. Primary course objectives are based on the Florida English Language Arts standards.

ACTIVITIES

Course activities will include reading selected short stories, novels, plays, essays, and poems. Students will discuss, respond, and critique the works in relation to the literary genre and their characteristics. Students will demonstrate their understanding of the lessons through class discussions, oral presentations, group projects, individual projects, book reviews, and other written responses to the literature. Students will practice research and technology skills throughout the year in a variety of activities. Writing, grammar, and vocabulary lessons are taught within the context of literary or thematic units of study.

TEXTS

Classes will read a variety of literature, including fiction, poetry, nonfiction, and speeches. Core texts may include *Romeo and Juliet*, *Lord of the Flies*, and *To Kill a Mockingbird*.

10th GRADE

ENG II Honors/Gifted, General

COURSE DESCRIPTION

English II course offer a balanced focus on literature and composition. Students will be provided with a survey of world literature through a variety of reading, writing, listening, and speaking activities.

OBJECTIVES

Based on the Florida English Language Arts standards, the purpose of this course is to help students become deeper thinkers, better writers, and more analytical readers.

ACTIVITIES

In an effort to ensure students are college and career ready, there will be a greater emphasis on informational texts such as essays, speeches, articles, and primary source documents. Students will learn about the alternate aims and audiences of written compositions. Through the study of various genres of literature, students will improve their comprehension and develop the skills to determine the author's intent and theme. Students will demonstrate their understanding of the lessons through class discussions, oral presentations, group projects, individual projects, and written responses to the text. Research and technology skills will be incorporated throughout the year. Writing, grammar, and vocabulary lessons will be taught within the context of the thematic units of study.

TEXTS

Students will read a variety of literature, including fiction, poetry, and nonfiction. Anchor texts may include works such as *Julius Caesar*, *Night*, and *Of Mice and Men*.

11th GRADE

ENG III Honors, General

COURSE DESCRIPTION

The purpose of this course is to provide students with a chronological survey of American literature through a variety of reading, writing, speaking, and thinking activities.

COURSE OBJECTIVE

The class is designed to help students become deeper thinkers, better writers, and more analytical readers. Many activities are designed to introduce students to skills, strategies, and concepts necessary to succeed in the SAT and ACT tests and in the Advanced Placement literature or *FAMU/Dual Enrollment courses.

*Dual enrollment courses have a GPA requirement and minimum test score requirement from one of the following standardized tests: SAT, ACT, or PERT assessment.

CLASS ACTIVITIES will include reading selected short stories, novels, plays, essays, and poems. Students will discuss, respond, and critique the works in relation to the literary genre and their characteristics. Students will demonstrate their understanding of the lessons through class discussions, oral presentations, group projects, individual projects, book reviews, and other written responses to the literature. Daily vocabulary and grammar lessons will be kept in a notebook. There will be periodic notebook tests and vocabulary and grammar tests. Writing, grammar, and vocabulary lessons will also be taught within the context of literary or thematic units of study. Students will be required to read one independent novel each nine weeks and complete a novel review sheet. The novel responses must be original. The document will be submitted online to Turnitin.com where the originality index will be checked for any plagiarism matches. A research paper (MLA style) will be a major component of the curriculum second semester. Supplementary material will include class sets of novels, related video and audio presentations, and other teacher resources. An organized class notebook will be required at all times. The primary text for the course is *Elements of Literature: Essentials of American Literature. Fifth Course (Holt)*.

Texts may include one or more of the following titles: *The Great Gatsby*, *Their Eyes Were Watching God*, *The Crucible*, *The Old Man and the Sea*, and *The Scarlet Letter*.

11th GRADE

AP LANGUAGE AND COMPOSITION Honors/Gifted

COURSE DESCRIPTION

The AP English Language and Composition course is designed to provide high school students the opportunity to engage with a typical introductory-level college English curriculum. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods.

OBJECTIVES

Based on the Florida English Language Arts standards, the purpose of this course is to help students become deeper thinkers, better writers, and more analytical readers.

ACTIVITIES

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. Through their writing and reading, students develop an awareness of the interaction among a writer's subject, purpose, audience, and expectations. Students also develop an understanding of the generic conventions and resources of language that contribute to effective writing.

TEXTS

Course literature focuses on, but is not limited to, works of nonfiction. Texts may include speeches, essays, and longer texts such as *The Scarlet Letter*, *The Great Gatsby*, *The Adventures of Huckleberry Finn*, and *Their Eyes Were Watching God*.

12th GRADE

ENG IV COLLEGE AND CAREER READINESS

COURSE DESCRIPTION

This course incorporates reading and writing study through a variety of text using grade-level writing craft and in-depth reading and analysis of selections in order to develop critical reading and writing skills necessary for success in career and/or college. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 education. Additionally, students will learn career skills including but not limited to writing a resume, researching a career and how to interview for a job.

OBJECTIVES/STANDARDS

- ▶ Cite strong and thorough textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text.
- ▶ Analyze complex characters within a text.
- ▶ Determine the theme, point of view, and author's purpose for a text.
- ▶ Demonstrate a command of the conventions of the English language.
- ▶ Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.
- ▶ Use process-writing strategies effectively to meet the needs of a variety of audiences, writers, and types of information being communicated.
- ▶ Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.
- ▶ Understand the common features of a variety of literary forms.
- ▶ Respond critically and aesthetically to literature.
- ▶ Mastery of these standards is necessary to pass English 4.

ACTIVITIES

Group discussions, class discussions, writing, reading, projects, grammar practice, community presentations, technology skills, job skills, public speaking

TEXTS: *The Catcher in the Rye*, *The Canterbury Tales*, *Frankenstein*, *A Thousand Splendid Suns*, *Hamlet*

12th GRADE
DUAL ENROLLMENT

Florida A & M University

Chiles High School

IMPORTANT INFORMATION

Students enrolled in the Dual Enrollment Program at Chiles High School will receive university credit for Enc. 1101 (3 hrs.) and Enc. 1102 (3 hrs.) upon successful completion (C or higher) in the courses.

- ❖ The courses are taught on the Chiles campus by qualified instructors and will meet at the regular class times.
- ❖ These two courses are university communication writing courses. They will focus on expository writing, literary analysis and critical thinking skills.
- ❖ Juniors who qualify to take Dual Enrollment English courses may sign up during the registration period. Juniors who successfully complete these courses fulfill the senior high school English requirement as well as receiving university credit. See qualifications.
- ❖ Textbooks and materials for the courses will be available and provided for students either in person or on the internet. Students may also use their own hard copies or digital copies of a selection.

For additional information see Mrs. Pat Phelan 7106 or Mrs. Nichole Smith 7105 or contact phelanp@leonschools.net or smiths8@leonschools.net.

Notice to Juniors Regarding Dual Enrollment Classes for Fall 2022

It is not too late to start thinking about beginning your college coursework. Students who qualify for Dual Enrollment Program can accrue college credit in their senior year.

This notice is to remind you to register now to take the ACT or SAT as soon as possible.

ACT Test Dates

Test date	Registration Deadline	Late deadline	Online score release
4/2/22	2/25/22	3/11/22	4/12/22;5/27/22
6/11/22	5/6/22	5/20/22	6/21/22;7/5/22
7/16/22	6/17/22	6/24/22	7/26/22;9/9/22
9/10/22	8/5/22	8/19/22	9/20/22;10/4/22

SAT Test Dates

Test date	Registration Deadline	Late deadline	Online score release
3/12/22	2/11/22	3/1/22	3/25/22
5/7/22	4/8/22	4/26/22	5/20/22
6/4/22	5/5/22	5/25/22	7/13/22

These are the requirements for FAMU dual enrollment on Chiles campus ONLY!

QUALIFICATIONS:

1. You must have proof of a **qualifying test score** in ONE of these three tests. Please see the Dual Enrollment page on the Chiles homepage for deadlines.

SAT scores: MATH (530) READING and WRITING (500)

ACT scores: MATH (21) ENGLISH (17) READING (19)

PERT scores: MATH (123) WRITING (103) READING (106)

- **PERT test is FREE and given on Chiles High campus. See your Guidance Counselor to register during the month of February and March.**

2. You must have a **cumulative 3.0 unweighted grade point average** in the final grading period this school year.

START NOW TO WORK TOWARD GETTING YOURSELF QUALIFIED!

Next year we will offer these courses on Chiles campus:

ENC1101/ENC1102 Freshman Composition (English)

MGF1106/MAC1105 Liberal Arts Math 1/College Algebra (Math)

- *Qualifying English/Reading/Writing AND Math scores are required for Dual Enrollment Math*

Contact me or your guidance counselor if you have any questions.

Edra Taylor, Dual Enrollment Coordinator

taylor@leonschools.net

12th GRADE

AP LITERATURE AND COMPOSITION Honors/Gifted

Course Description: This course requires careful reading and critical analysis of imaginative literature. Students will deepen their understanding of the writer's use of language as it relates to structure, style, theme, and use of figurative language. This course will include an intensive study of representative works from various genres and historical periods.

Required readings for study will be provided to each student from a suggested AP reading list in preparation for the national AP exam, which will be given in the spring. For each student's personal use, however, we encourage students to obtain a personal copy as part of their library. Part of the experience of college-level courses is making notes in the margins of your books, underlining important passages, circling unfamiliar words, and marking places where there are questions; therefore, students may want to obtain their own copies of literary selections. Hard copies rather than digital copies of works will be used in class.

Texts and authors studied in AP Lit are chosen on literary merit and frequency of appearances on the national AP exam. These works are college-level texts.

Novels and plays common to AP Lit: *Hamlet*, *Othello*, *Candide*, *Wuthering Heights*, *Frankenstein*, *The Awakening*, *A Doll's House*, *As I Lay Dying*, *Death of a Salesman*, *Invisible Man*, *Catch-22*, *Beloved*, *A Thousand Splendid Suns*, *The Poisonwood Bible*.

Literary movements studied in AP Lit: The Renaissance, Metaphysical Poetry, Romanticism, Realism, Modernism, The Harlem Renaissance, Postmodernism

Textbooks: *Sound and Sense, an Introduction to Poetry* Laurence Perrine
Literature: Reading Fiction, Poetry, and Drama Robert DiYanni

English Department Faculty



Megan Abbott



Danna Deschner



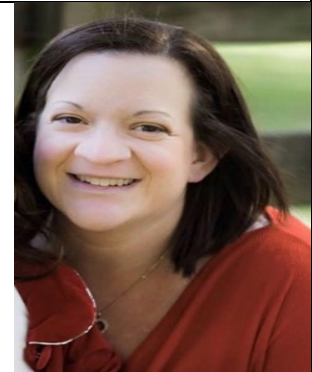
Melanie Hampton



Leisa Johnson



Debbie McKinnon



Hilary Parsons



Courtney Penton



Pat Phelan



Alyson Prichard



Kat Quick



Andrew Shoenberger



Jamie Shuman



Nichole Smith



Cari Weilhammer

Course Progression

9 th Grade*	10 th Grade*	11 th Grade	12 th Grade
<p>Intensive Reading</p> <p>ENG I General</p> <p>ENG I Honors</p> <p>ENG I Gifted/Honors (Gifted requires identification of Gifted Programming through LCS)</p> <p>*State FSA required</p>	<p>Intensive Reading</p> <p>ENG II General</p> <p>ENG II Honors</p> <p>ENG II Gifted/Honors (Gifted requires identification of Gifted Programming through LCS)</p> <p>*State FSA required</p>	<p>Intensive Reading</p> <p>ENG III General</p> <p>ENG III Honors</p> <p>AP Language and Composition Honors/Gifted *If a student is enrolled in AP Language as a junior, he/she is not eligible to take Dual Enrollment as a senior **National Exam</p>	<p>Intensive Reading</p> <p>ENG IV College Readiness</p> <p>Dual Enrollment (requires a qualifying PERT, ACT, or SAT score as well as an unweighted GPA of 3.0)</p> <p>AP Literature and Composition Honors/Gifted *National Exam</p>