**From the DPI Honors Course Description:**

**English I**

Students in English I will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts. The emphasis in English I is on communicating for purposes of personal expression through reading, writing, speaking, listening, and using media. Students will

* express reflections and reactions to texts.
* explain principles inspired by the curriculum.
* interpret and qualify texts.
* research and address issues of public or personal concern.
* create products and presentations which maintain standard conventions of the written and spoken language.

Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

**English II**

Students in English II will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on World Literature. The emphasis in English II is on **informational writing** through reading, writing, speaking, listening, and using media. Students will

* express reflections and reactions to texts.
* explain principles inspired by the curriculum.
* interpret and qualify texts.
* research and address issues of public or personal concern.
* create products and presentations which maintain standard conventions of the written and spoken language.

Students in the honors course will explore World literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

**English III**

Students in English III will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on American Literature. The emphasis in English III is on **critical analysis of texts** through reading, writing, speaking, listening, and using media. Students will

* express reflections and reactions to texts.
* explain principles inspired by the curriculum.
* interpret and qualify texts.
* research and address issues of public or personal concern.
* create products and presentations which maintain standard conventions of the written and spoken language.

Students in the honors course will explore American literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

**English IV**

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is on **argumentation** by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will

* express reflections and reactions to texts.
* explain principles inspired by the curriculum.
* interpret and qualify texts.
* research and address issues of public or personal concern.
* create products and presentations which maintain standard conventions of the written and spoken language.

Students in the honors course will explore British literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.**

**Signature Portion:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**student name printed**), have read and understand the guidelines pertaining to an Honors course. I also understand that I am responsible for reading and completion of the summer reading assignment in an Honors distinction by the first day of school for the school year 2017-18.

I will not plagiarize any of my work and understand that if I do plagiarize I will receive a zero on the assignment.

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(Student Signature) (Date)

Student Email (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**parent name printed**), have read and understand the guidelines pertaining to an Honors course. I also understand the expectations of the reading and completion of the summer reading assignment in an Honors distinction by the first day of school for the school year 2017-18.

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(Student Signature) (Date)

Parent Contact Information: Cell Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_