

Beginning in 2019-2020, the English Department will implement a modification to the structure of a Marquette High English education. What follows includes a summary of the motive, rationale, and implementation of the new model:

PROCESS, MOTIVE and RATIONALE

In 2015-2016, Marquette University High School's English faculty launched an exhaustive departmental review and evaluation process in order to articulate a clear vision aligned with the Jesuit Schools Network publication, *Our Way of Proceeding: Standards and Benchmarks for Jesuit Schools in the 21st Century*. More specifically, *Domain 4: Educational Excellence, Standard 9* necessitates that a "...curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student completes, at a considerable level of proficiency, a coherent sequence of academic courses based on the standards and rooted in Ignatian and Gospel values." The review process examined the entire scope and sequence of MUHS' English curriculum, the depth and breadth of the content, skill development, authentic scaffolding and progression of skills, as well as specific, measurable learning targets and grade-level standards. Additionally, faculty collected information from both recent alumni and university English Departments to pinpoint precise areas that require skill preparation for college-level success.

The review process concluded that **a Marquette High education in English will build and refine college preparatory skills over a four-year period. Each subsequent school year demands age-appropriate but ever advancing levels of rigor, literary complexity, and intellectual discourse in both writing and speaking.**

IMPLEMENTATION:

PHASE I: 2017-2018

Freshman English I and Sophomore American Literature and Composition

1. Establish course objectives, learning targets, and skills-based standards that are measurable, ongoing and progressive.
2. Develop effective, consistent, valid, curriculum-based assessments and strategies that are transparent and justly administered.

Junior/Senior Electives

3. Gather data within sophomore curriculum guide in order to build junior elective course objectives, new learning targets, and skills-based standards that are measurable, ongoing and progressive.
4. Utilize standards and skill benchmarks within junior curriculum guide in order to build senior elective course objectives, new learning targets and skills based standards that are measurable, ongoing and progressive.
5. Develop effective, consistent, valid, curriculum-based assessments and strategies that are transparent and justly administered for both junior and senior electives.

PHASE II: 2018-2019

1. Determine, outline and prepare courses that meet objectives, learning targets and skills-based standards for juniors:

AP Language and Composition
World Literature
Science Fiction
Poetry as Power
Expository Writing

2. Determine, outline and prepare courses that meet objectives, learning targets and skills-based standards for seniors:

AP Literature and Composition
AP Language and Composition
*Advanced Writing Seminar
The Literature of Great Britain
Myth and Culture (formerly American Hero)
The Plays of William Shakespeare

*Students who take AP Language and Composition as juniors may not take Advanced Writing Seminar.

PHASE III: 2019-2020

1. Administer new alignment for class of 2021.
2. **Class of 2020 is unaffected** and may take any courses they have not already taken.
3. Review new alignment and make necessary alterations for 2020-2021.

PHASE IV: 2020-2021

1. Administer new alignment for classes of 2021 and 2022.